

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

New Temple Elementary School

Address: 11033 E. Central Ave., South El Monte, CA 91733

Phone: (626) 580-0692

Principal: John Gannon

Grade Span: K-4

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	New Temple Elementary
Street	11033 E. Central Ave.
City, State, Zip	South El Monte, CA 91733-3907
Phone Number	(626) 580-0692
Principal	John Gannon
Email Address	jgannon@sd.vallelindo.k12.ca.us
Website	www.vallelindo.k12.ca.us
County-District-School (CDS) Code	19-65078-6023337

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

Welcome to New Temple Elementary School home of the Tigers - a place where all students can thrive! Our students are taught 21st Century Learning Skills in a collaborative, engaging, and productive environment. Our teachers and staff provide an exemplary instructional program with a strong social-emotional learning (SEL) component. New Temple School has earned many awards including California Distinguished School, Title 1 Academic Achievement Award, California Gold Ribbon Award and has been recognized as a Capturing Kids' Hearts National Showcase School.

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

Grade Level	Number of Students
Kindergarten	122
Grade 1	94
Grade 2	123
Grade 3	98
Grade 4	114
Total Enrollment	551

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	6.20%
Filipino	0.70%
Hispanic or Latino	91.80%
Native Hawaiian or Pacific Islander	0.00%
White	0.90%
Two or More Races	0.40%
Socioeconomically Disadvantaged	84.00%
English Learners	9.30%
Students with Disabilities	5.80%
Foster Youth	0.20%
Homeless	0.40%

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	30	28	24	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. Classrooms, restrooms, and common areas are clean and well-maintained. New Temple Elementary 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 and 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)	65%	66%	58%	53%	50%	50%
Mathematics (grades 3-8)	53%	59%	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 Three and Four (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	211	99.06%	0.94%	65.88%
Male	116	115	99.14%	0.86%	62.61%
Female	97	96	98.97%	1.03%	69.79%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	11	11	100.00%	0.00%	72.73%
Filipino	--	--	--	--	
Hispanic or Latino	197	195	98.98%	1.02%	66.15%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	178	176	98.88%	1.12%	64.20%
English Learners	52	51	98.08%	1.92%	45.10%
Students with Disabilities	19	19	100.00%	0.00%	10.53%
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 and Four (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	212	99.53%	0.47%	58.96%
Male	116	116	100.00%	0.00%	64.66%
Female	97	96	98.97%	1.03%	52.08%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	11	11	100.0%	0.00%	81.82%
Filipino	--	--	--	--	
Hispanic or Latino	197	196	99.49%	0.51%	58.67%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	178	177	99.44%	0.56%	55.93%
English Learners	52	52	100.00%	0.00%	38.46%
Students with Disabilities	19	19	100.00%	0.00%	21.05%
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.

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)

Parents are encouraged to become involved in their child's school by volunteering in the classroom, participating in a decision-making committee (e.g., *School Site Council*, *LCAP Parent Advisory Committee*, *English Learner Committee*), attending parent workshops, or simply attending school events. Parents are informed of upcoming events and school activities through our automated telephone message system, flyers, the school marquee, the school website, and monthly newsletter.

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	0.3%	0.0%	0.0%	2.3%	1.6%	1.8%	3.6%	3.5%	3.5%
Expulsions	0.0%	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+
K	19.00	6	1	0
1	19.00	6	0	0
2	23.00	0	5	0
3	21.00	2	4	0
4	23.00	0	6	0
Other**	10.00	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+
K	16.00	6	0	0
1	20.00	5	1	0
2	20.00	4	1	0
3	18.00	6	0	0
4	22.00	1	5	0
Other**	9.00	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+
K	20.00	4	2	0
1	19.00	5	0	0
2	24.00	0	5	0
3	19.00	4	1	0
4	22.00	0	5	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.

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)	.5
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	
SLPA	.75

*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	\$100,977
District	N/A	N/A	\$10,956	\$98,207
Percent Difference – School Site and District	N/A	N/A	0%	2.74%
State	N/A	N/A	\$7,506	\$77,619
Percent Difference – School Site and State	N/A	N/A	31.49%	23.13%

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

Types of Services Funded (Fiscal Year 2018–19)

All students are utilizing i-Ready targeted instruction and individualized support for reading and mathematics. Reading Eggs and Math Seeds are additional web-based programs that support reading and math while targeting language acquisition. All of these programs will continue to be funded during the next school year (2019-20). ELKS Club English Language Knowledge and 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