



Lindo Park Elementary School

12824 Lakeshore Dr. • Lakeside, CA 92040 • (619) 390-2656 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Welcome to Lindo Park! We are passionate about teaching and learning! The Mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment.

Our Vision is for all students to attain their maximum academic and social potential.

Lindo Park Elementary is a neighborhood school serving the Lakeside Community for more than seventy years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

We have evening activities for parents and students including Family Science Night, Bingo Night, PTA School Smarts Parent Academy, and Family Literacy Nights, in addition to Primary and Intermediate Science Club, Spanish Club, After-School Athletics, Dance-Choir and Dance Clubs. All school enrichment programs are funded by our school site so that all children can enjoy after school learning opportunities. Additionally, an expert music teacher offers weekly instruction to 5th grade students.

Lindo Park Elementary creates opportunities for students to excel and thrive in our global society. We actively integrate 21st century skills with research-based curriculum, where students set goals for success. Teachers utilize adaptive instructional programs, expert teaching, and student progress is carefully monitored and shared with parents.

All classrooms are equipped with internet access, iMac computers, Apple TVs, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads, Laptops, and iMacs. 2-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Fourth and fifth grade students take iPads home to enrich and extend the school day. On-line instructional resources can be accessed by teachers and students twenty-four hours a day. Students regularly access digital media, books, and related materials. In addition to classrooms, as a part of our STEM Program, we feature a MakerSpace for Engineering Design, a school garden, and a Science Laboratory.

Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common expectations and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, Playground Managers, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

We specialize in teaching students who can successfully thrive in our global society through LUSD Student Profile attributes: Learn Continuously, Think Critically, Collaborate Constructively, Communicate Effectively, Care Deeply, and Persevere Relentlessly. We create differentiated and dynamic learning for all students to reach their full potential with targeted intervention for students to reach proficiency !

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 <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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 72 |
| Grade 1 | 88 |
| Grade 2 | 70 |
| Grade 3 | 70 |
| Grade 4 | 87 |
| Grade 5 | 81 |
| Total Enrollment | 468 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6 |
| American Indian or Alaska Native | 3.2 |
| Asian | 0.2 |
| Filipino | 0.9 |
| Hispanic or Latino | 46.4 |
| Native Hawaiian or Pacific Islander | 1.5 |
| White | 36.8 |
| Two or More Races | 5.1 |
| Socioeconomically Disadvantaged | 79.9 |
| English Learners | 15.8 |
| Students with Disabilities | 25.6 |
| Foster Youth | 1.5 |
| 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 for Lindo Park Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 26 | 30 | 27 |
| Without Full Credential | 1 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Lakeside Union School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 235 |
| Without Full Credential | ♦ | ♦ | 5 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

Teacher Misassignments and Vacant Teacher Positions at Lindo Park Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | <p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>High Point (EL), Hampton Brown; adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>Everyday Mathematics, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Science | <p>Discovery Works (K-3), Houghton Mifflin; adopted in 2002</p> <p>Science California 2007 (4-5), Houghton Mifflin; adopted in 2009</p> <p>Science and Technology for Children, Carolina Biological</p> <p>Full Option Science System, Delta Education; adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| History-Social Science | <p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Lindo Park is maintained by dedicated custodial and district maintenance staff. Sites are painted and carpeted on a regular basis. All sites have recently completed modernization construction. During modernization, all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure efficient energy use. Community Safety Meetings are held with representatives from the sites and community to discuss safety issues for each of the sites.

Our School Bond allowed us the opportunity to rewire Lindo Park for robust electrical and technological improvement. We are proud of the digital opportunities that students can access at our site. Deferred maintenance funding allowed us to completely redo all playground asphalt and striping. In addition, the D Wing received a new roof, and new air-conditioning units were installed where needed.

Everyone at Lindo Park takes PRIDE in our school. We are nestled across from a picturesque county park and lake. This wildlife preserve gives our students access to an authentic outdoor classroom and our school has the privilege of collaborating with county park rangers to further science literacy and an understanding of environmental science. Classrooms and digital resources display student work reflecting California Common Core State Standards and innovative projects. Student work is also displayed in the multi-purpose room, front office, hallways, surrounding fences and library. Student-created mosaics, depicting Lindo Lake's flora, fauna, and history, grace the walkway in front of the school, and an outdoor wall mural shares our love of environment.

The playgrounds, library, as well as other facilities have been supported and maintained by PTA, Boys and Girls Club, Barona Band of Mission Indians, El Capitan Stadium Association, Albertson's Market, and individual community members.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | Classrooms could use interior paint. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Fair | Signs of old termite damage in Multi-Purpose Room - no active signs. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Restroom partitions need to be replaced. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | P-6 needs a new roof (patched for now). |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Exterior paint needs some touch-ups. |
| 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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 38 | 38 | 53 | 53 | 50 | 50 |
| Math | 24 | 34 | 41 | 41 | 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 22.9 | 16.9 | 9.6 |

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.

School Year 2018-19 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 | 243 | 232 | 95.47 | 37.93 |
| Male | 121 | 114 | 94.21 | 34.21 |
| Female | 122 | 118 | 96.72 | 41.53 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 121 | 96.03 | 30.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 85 | 80 | 94.12 | 50.00 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 194 | 186 | 95.88 | 37.63 |
| English Learners | 62 | 58 | 93.55 | 32.76 |
| Students with Disabilities | 72 | 64 | 88.89 | 15.63 |
| 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 2018-19 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 | 243 | 232 | 95.47 | 33.62 |
| Male | 121 | 115 | 95.04 | 36.52 |
| Female | 122 | 117 | 95.90 | 30.77 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 120 | 95.24 | 25.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 85 | 81 | 95.29 | 46.91 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 194 | 185 | 95.36 | 31.89 |
| English Learners | 62 | 58 | 93.55 | 29.31 |
| Students with Disabilities | 72 | 65 | 90.28 | 13.85 |
| 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 school site

Opportunities for Parental Involvement (School Year 2019-20)

We have outstanding parent and community volunteers! To become a volunteer, simply fill out the volunteer application located in the school office and let staff know the areas of volunteering which interest you. We work in unison with an amazing PTA and we believe in parent engagement, so that all families feel welcome and supported by our school-community. To join PTA, please fill out a membership envelope in the school office and include \$7 per adult membership. We provide free interactive educational activities for families. Parents are encouraged to participate in all school activities. Volunteers regularly support and participate in classroom programs. Numerous volunteers and community members are generous with their time, averaging approximately 1000 hours of donated time each month! They participate in PTA, School Site Council, School Smarts Academy, an active Room Parent group, and our English Learner Advisory Committee. They chaperone on field trips, and assist teachers in the classroom. We work collaboratively with parents to provide the best educational experience for our students.

We actively provide communication to families through our marquee, text and email communication in both Spanish and English, in addition to a well-maintained and informative web site.

We have a dedicated Parent Room on campus where parents can volunteer their time to complete teacher projects, and duplicate and collate materials.

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

Safety first! Lindo Park's School Site Council (SSC) along with our Safety Committee annually reviews and updates our Safe School Plan. This plan was developed in consultation with law enforcement and fire departments, as part of a Readiness Emergency Management System.

The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans (updated, reviewed and discussed with faculty), regular monthly safety drills, and clear communication protocols between staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and emergency disaster plans and materials located above fire extinguishers.

As a result of this plan, we have installed cameras throughout the school with a central computer monitor system that allows us to view school areas throughout the day. All non-students and visiting adults are required to follow visitor protocol that requires signing in and out of the office upon every visit. Our campus is completely enclosed by fencing and we lock our gates shortly after class begins. To ensure the safety of our students, staff, and all visitors, our teacher-trained safety patrol is on duty daily to monitor the safe flow of vehicles and students. To ensure traffic safety, motion sensor flashing lights are installed at the east end of school, where Lakeshore Drive intersects Petite Lane, reducing the average speed of cars in front of our school. Our Fire Safety Lanes have been re-marked, including updated curbing and directional signs. Speed bumps are in the parking lot we share jointly with the Boys and Girls Club. School-wide safety/disaster preparedness procedures have been developed and are practiced regularly.

At district-wide community safety meetings, our school works closely with local law enforcement and fire protection to proactively ensure safety. Motion sensor lighting has been installed through portions of the campus. Neighbors monitor our school site during weekends and holidays, reporting any inappropriate activity to the sheriff. To support our neighbors' vigilance, our camera system has successfully kept our campus free of graffiti and loitering. Additionally, fences secure our student population during school hours and protect our property, when school is not in session. Lindo Park's Safety Committee and PTA have created emergency kits designed to aid students in the event of a disaster, in addition to ensuring that bottled water and nutrition are available to each classroom.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.8 | 2.8 | 2.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.3 | 2.8 | 3.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| 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.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 468.0 |

* 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 Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 2.5 |
| Other | .3 |

* 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 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 | 19 | 2 | 2 | | 20 | 1 | 4 | | 22 | 1 | 3 | |
| 1 | 21 | 1 | 2 | | 23 | | 2 | | 27 | | 2 | |
| 2 | 23 | | 3 | | 22 | | 3 | | 22 | 1 | 3 | |
| 3 | 21 | 1 | 4 | | 21 | 1 | 4 | | 23 | | 3 | |
| 4 | 30 | | 3 | | 25 | | 3 | | 22 | 1 | 3 | |
| 5 | 25 | 1 | 3 | | 23 | 2 | 2 | 1 | 21 | 1 | 3 | |
| Other** | | | | | | | | | 25 | | 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.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 12 | 12 |

After intense analysis of student data, professional development is offered to meet school academic goals in Mathematics, English Language Arts, Social-Emotional Development, English Language Development, and in Next Generation Science Standards (NGSS) in science. In addition, expert facilitators work with grade level teams to engage in collaborative planning, teaching, and revising instruction to improve teacher practice and student outcomes. Furthermore, collaborative teams meet to assess and analyze student data to plan targeted instruction. Social-Emotional Learning and research-based strategies for emotional regulation are supported by school-based counselors, Positive Behavior Intervention and Support training, Multi-Tiered Systems of Support Teachers on Special Assignment, Behavior Specialists, and Behavior Intervention Aides. Teachers are supported in all aspects of implementation by district and site administration and teacher leadership through coaching and collaboration through professional learning community meetings.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$48,827 | \$49,378 |
| Mid-Range Teacher Salary | \$72,652 | \$77,190 |
| Highest Teacher Salary | \$108,864 | \$96,607 |
| Average Principal Salary (ES) | \$116,656 | \$122,074 |
| Average Principal Salary (MS) | \$126,698 | \$126,560 |
| Average Principal Salary (HS) | \$0 | \$126,920 |
| Superintendent Salary | \$199,638 | \$189,346 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 38% | 36% |
| Administrative Salaries | 5% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 8419 | 698 | 7721 | 67094 |
| District | N/A | N/A | 7652 | \$74,595.00 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 0.9 | -2.5 |
| School Site/ State | -8.0 | -5.9 |

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

At Lindo Park, we are responsive to students' needs and we utilize state and federal funding to support a rigorous, academic curriculum for all students to reach their maximum potential. We work collaboratively in professional learning communities to support students' social/emotional development and academic achievement. As stated, Lindo Park School receives funds from the state and federal government to support students who are below grade level in reading and/or mathematics and those who are learning English as their second language. In addition to core instructional time, we provide intensive support to students in small group settings.

Our core instructional time is from the beginning of school until 2:10 pm, with a lunch and recess break. It focuses on dedicated, uninterrupted English and Mathematics instruction, with a science and social studies focus in the afternoon. During the morning block, we use a universal access model in which students are regrouped within grade levels to best target specific academic needs. Teachers meet regularly in professional learning communities to review student work and progress towards California Common Core State Standards. We use state-adopted instructional materials including a rigorous, research-based reading program from Houghton-Mifflin Harcourt, called READ 180, System 44, and iRead for students needing literacy intervention and prevention. In addition, we utilize an award-winning reading comprehension program focused on non-fiction text called Achieve3000. Our mathematics program is Everyday Math, from McGraw-Hill Publishers.

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.