



Tierra Linda Elementary School

1201 Woodcreek Road • Camarillo, CA 93012 • (805) 445-8800 • Grades K-5

Mark Asher, Principal

masher@pleasantvalleysd.org

<https://www.pleasantvalleysd.org/Domain/18>

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



Pleasant Valley School District

600 Temple Ave.

Camarillo, CA 93010

(805) 482-2763

www.pleasantvalleysd.org

District Governing Board

Beckie Cramer

President

Pat FitzGerald

Clerk

Suzanne Kitchens

Board Member

Bob Rust

Board Member

Ron Speakman

Board Member

District Administration

Dr. Angelica Ramsey

Superintendent

Carol Bjordahl

**Assistant Superintendent,
Administrative Services**

Chris Johnston

**Assistant Superintendent, Business
Services**

Dr. Veronica Ortega

**Assistant Superintendent,
Educational Services**

Principal's Message

Tierra Linda Elementary School is a collaborative community that provides each child with a challenging and quality education in a safe and nurturing environment. The partnership between faculty, staff and parents has created a school culture that works together to meet the diverse needs of all students. The faculty and staff inspire students to be critical thinkers by developing interesting, creative, and challenging lessons that emphasize high standards for all. The teachers work together to craft opportunities for students to develop a deep understanding of essential skills to apply their learning and produce quality work. The instructional strategies are research based and designed to ensure students are supported, academically and social-emotionally, in reaching their full potential.

School Profile

Pleasant Valley School District consists of eleven schools serving transitional kindergarten through eighth grade. Tierra Linda Elementary is an elementary school in the Pleasant Valley School District. The mission of Tierra Linda is to meet the needs of the whole child in a nurturing environment. Real-world experiences within a developmentally appropriate curriculum will be used to challenge each child to reach his/her full potential and to become a responsible citizen. During the 2019-2020 school year, 635 transitional kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

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	124
Grade 1	93
Grade 2	94
Grade 3	106
Grade 4	105
Grade 5	103
Total Enrollment	625

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	4.5
Filipino	2.6
Hispanic or Latino	27.7
Native Hawaiian or Pacific Islander	0.5
White	57.4
Two or More Races	6.6
Socioeconomically Disadvantaged	22.2
English Learners	6.1
Students with Disabilities	9
Foster Youth	0.3
Homeless	0.3

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 Tierra Linda	17-18	18-19	19-20
With Full Credential	34	31	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pleasant Valley School	17-18	18-19	19-20
With Full Credential	♦	♦	280
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Tierra Linda 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)

Instructional Materials (School Year 2019-20)

The school district held a public hearing on October 17, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials

Year and month in which data were collected: October 17, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Adopted in 2016 Fountas & Pinnell (primary hour) Adopted 2016 Lucy Calkins Writing Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Tierra Linda Elementary was originally constructed in 1994 and is comprised of 23 permanent classrooms, six portable classrooms, one multipurpose room, a MakerSpace/library, a staff lounge, a sensory room, and two playgrounds.

Cleaning Process

Two custodians ensure the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/26/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Breezeway roof outside student restroom needs repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	67	66	62	64	50	50
Math	59	60	49	51	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	14.9	9.9	4.0

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	307	304	99.02	65.79
Male	168	168	100.00	63.10
Female	139	136	97.84	69.12
Asian	13	13	100.00	61.54
Filipino	--	--	--	--
Hispanic or Latino	94	93	98.94	55.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	171	169	98.83	68.05
Two or More Races	23	23	100.00	86.96
Socioeconomically Disadvantaged	80	80	100.00	57.50
English Learners	26	26	100.00	53.85
Students with Disabilities	36	34	94.44	41.18
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.

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	307	304	99.02	60.47
Male	168	168	100.00	64.24
Female	139	136	97.84	55.88
Asian	13	13	100.00	61.54
Filipino	--	--	--	--
Hispanic or Latino	94	93	98.94	46.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	171	169	98.83	62.87
Two or More Races	23	23	100.00	95.45
Socioeconomically Disadvantaged	80	80	100.00	39.74
English Learners	26	26	100.00	57.69
Students with Disabilities	36	34	94.44	41.18
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)

Parent Involvement

Tierra Linda parents serve an important role and partnership on our campus. We have an active Parent Teacher Association (PTA) that provides programs for our students and raises funds to finance enrichment opportunities. Many parents regularly volunteer in our classrooms to help students with reading and to assist with classroom learning centers. We elect parents to serve on our School Site Council (SSC). The SSC also approves the funds used for specific purposes and our School Plan for Student Achievement.

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

The safety of students and staff is a primary concern of Tierra Linda Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated in the spring and fall of each year by the School Leadership Team and reviewed by the School Site Council. All revisions are annually communicated to both classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held as needed. There is a designated area for student drop off and pick up. Visitors must sign in at the office and receive a badge. Unauthorized visitors are not permitted on campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.0	1.7
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

*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	21	1	5		20	1	6		21	2	4	
1	26		8		22	2	6		20	1	8	
2	23		8		24		8		21	1	8	
3	20	2	10		21	1	10		21	4	6	
4	32		4	2	30		6		30		6	
5	25	2	8		25	2	8		24	2	8	
Other**									4	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	3	3	3

Staff Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and on examining ways to best support the planning, instruction, and assessment of California State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to California State Standards utilizing adopted curricula. The district offered three or more staff development days a year for the past three years. Topics for professional development in the 19-20 school year will include the following: Professional Learning Communities, Universal Design for Learning (UDL), Cognitively Guided Instruction (CGI), Second Step Social-Emotional Curriculum.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,656	\$45,741
Mid-Range Teacher Salary	\$78,561	\$81,840
Highest Teacher Salary	\$97,945	\$102,065
Average Principal Salary (ES)	\$112,994	\$129,221
Average Principal Salary (MS)	\$118,124	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,700	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	7%	5%

* 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	\$7,521	\$1,516	\$6,006	\$75,516
District	N/A	N/A	\$7,607	\$76,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-23.5	1.1
School Site/ State	-66.6	-6.6

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

Goal 1: Tierra Linda faculty employed multiple sources of data to make decisions in improving the instructional program and increasing student achievement.

Professional Learning Community meetings center on multiple forms of student data discussed with the team. Professional development focuses on alignment of instruction and materials with California State Standards. An emphasis is placed on grade level standards, differentiation, and assessments. Teachers collaborated to develop lessons, review student results, and effective instructional strategies. Faculty provided after school tutoring. Members of the faculty received professional development in connection with support and development of site goals.

Goal 2: Creation of a plan to support the wide continuum of social/emotional needs, including character and soft skills.

Students received Multi-tiered Systems of Supports including Positive Behavior Interventions and Supports. Staff targeted students in need of additional assistance crafting opportunities for increased engagement and connectedness (i.e. Junior Optimist Club, CHAMPS, Social Skills Groups, Mentoring, etc.). The faculty and staff created a comprehensive school-wide program targeted at addressing student connectedness including: Performing Arts Club, School Speech Tournament, School Spelling Bee, CODE Club and custodial support for events.

Goal 3: Increasing parent engagement through district and school site opportunities.

Parent and family opportunities crafted to address increased support and guidance to assist students with reading strategies, digital citizenship, mathematics, social-emotional skills and problem solving. The school continued to refine communication plan to promote activities and participation.

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.