

11033 E. Central Ave.
 South El Monte, CA
 91733
 (626) 580-0692



NEW TEMPLE ELEMENTARY SCHOOL

2013-2014

SCHOOL

ACCOUNTABILITY

REPORT CARD

VALLE LINDO SCHOOL DISTRICT

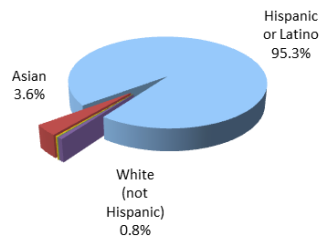
Dr. M. L. Labrucherie, Superintendent
 John Gannon, Principal

EXECUTIVE SUMMARY

About The School

Established in 1863, Valle Lindo was one of the first districts in the San Gabriel Valley. Its rich cultural heritage and proud traditions embrace the community's desire to ensure a strong educational foundation for its children. New Temple Elementary School is a K-4 primary school operating on a traditional calendar school year, enrolling 664 students at the beginning of the 2013-14 school year.

The school promotes parental involvement in the educational process, offering comprehensive programs and guides for the benefit of students and parents. Both the local community and New Temple Elementary School benefit greatly from their collaboration and commitment to each other. Parents and community members are encouraged to participate in organized activities such as parent in-service and fieldtrip chaperons – to name just a few. If you wish to become involved in the school's activities, or volunteer to work in a classroom, please see the school newsletter for special events and contact your child's teacher.



Teaching Staff

New Temple Elementary School has 30 fully credentialed teachers. No teachers are teaching outside of their subject area of competence or are misassigned.

School Facilities

The clean school grounds and facilities are the pride of the community.

Curriculum and Instructional Materials

All students have adequate, high quality textbooks and instructional materials in all subject areas.

School Finances

Even though New Temple is in a low wealth district, it spent more per pupil than the State of California Average. See page 7 for detailed information.

Student Performance

The State is in transition from California Standards Test to the Common Core Smarter Balanced Test. The Smarter Balanced Test reports are not available until 2015-16 school year.

NOTE: STAR Program (California Standards Tests) was last administered in 2012-13. For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Student Enrollment		664
Group	Percent of Students	
Black or African American	0.2%	
American Indian or Alaska Native	0.0%	
Asian	3.6%	
Filipino	0.0%	
Hispanic or Latino	95.3%	
Native Hawaiian/Pacific Islander	0.0%	
White (not of Hispanic Origin)	0.8%	
Two or More Races	0.2%	
Sub-Groups	Percent of Students	
Socioeconomically Disadvantaged	87.7%	
English Learners	29.5%	
Students with Disabilities	3.2%	

Student Performance (2012-2013) – STAR (CST)	
California Standards Tests	Percentage of Students Proficient or Above
English Language Arts	49%
Mathematics	66%

Academic Progress (2013) – STAR (CST)	
Indicator	Result
2013 API Growth Score (from 2013 API Growth Report)	816
Statewide Rank (from 2012 API Base Report)	8
2013-14 Program Improvement Status	Not in PI

School Accountability Report Card 2013-2014

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites at <http://www.vallelindo.k12.ca.us>
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Contact Information

School		District	
School Name	New Temple Elementary	District Name	Valle Lindo Elementary
Street	11033 E. Central Ave.	Phone Number	(626) 580-0610
City, State, Zip	South El Monte, CA 91733-3907	Web Site	www.vallelindo.k12.ca.us
Phone Number	(626) 580-0692	Superintendent	Mary Louise Labrucherie
Principal	John Gannon	E-mail Address	mlabrucherie@vallelindo.k12.ca.us
E-mail Address	jgannon@vallelindo.k12.ca.us	CDS Code	19-65078-6023337

Mission Statement

It is the mission of the Valle Lindo School District that all students realize their maximum potential, empowering them to become challenged intellectually, socially responsible, and culturally sensitive.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	123
Grade 1	155
Grade 2	149
Grade 3	112
Grade 4	125
Total Enrollment	664

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	0.0%
Asian	3.6%
Filipino	0.0%
Hispanic or Latino	95.3%
Native Hawaiian/Pacific Islander	0.0%
White (not Hispanic)	0.8%
Two or More Races	0.2%
Socioeconomically Disadvantaged	87.7%
English Learners	29.5%
Students with Disabilities	3.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	30	30	51
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-2014)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0.0%
All Schools in District	100%	0.0%
High-Poverty Schools in District	100%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2014-15)

All students have adequate, high quality textbooks and instructional materials in all subject areas.

School Facility Conditions and Planned Improvement (School Year 2014-15)

The clean school grounds and facilities are the pride of the community. 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 (School Year 2014-15)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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	Good				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54%	58%	49%	57%	62%	61%	54%	56%	55%
Mathematics	64%	77%	66%	58%	63%	64%	49%	50%	50%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index (API) Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	8	6
Similar Schools	8	9	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-5	40	-45
Hispanic or Latino	-6	43	-47
Socioeconomically Disadvantaged	-2	44	-49
English Learners	-11	31	-48

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents are invited to join the Parent Teacher Organization, Dad's Club, Sewing Circle, and School Improvement council. All parents are invited to attend 10-week training through the Parent Institute provided by the District.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.80	0.20	0.00	2.50	1.70	1.60	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.30	0.00	0.00	0.10	0.10	0.10

School Safety Plan (School Year 2014-15)

The Safe School Plan is annually reviewed and updated by the School Safety/School Advisory Committee and approved by the Board of Education.

School Discipline Practices

The philosophy of our school is to provide constant positive reinforcement and rewards for good behavior. When school rules are broken, parents and staff partner to provide logical consequences and prepare a plan of action, including asset building for the student, with the goal that the negative behavior is permanently changed. In addition to the principal and parent, behavior modification support services include the school counselor, psychologist, and Alternative Learning Center.

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.

Adequate Yearly Progress (AYP)

The CDE will **not** produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts. Therefore, the Program Improvement (PI) status for these schools and districts will not change. Schools will not enter or exit PI. However, schools will continue to implement the PI requirements associated with their current PI status. (PI Year 1 must continue to offer school choice, e.g.). Additional information on PI requirements can be found on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Average Class Size and Class Size Distribution

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.9	7			21.0		7		21.0	3	3	
1	16.6	7			20.0	1	7		19.0	1	7	
2	20.7	6			20.0	1	5		21.0	1	6	
3	19.3	6			24.0		5		19.0	1	5	
4									25.0		5	
K-3	7	1			6	1			7	1		

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

Support Staff (School Year 2013-2014)

Title	Number of FTE*	Average Number of Students per Academic Counselor
Library Media Services Staff (paraprofessional)	.5	N/A
Psychologist/Counselor	1	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1	N/A

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

* 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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,746	\$1,054	\$5,692	\$78,369
District	N/A	N/A	\$5,692	\$75,959
Percent Difference – School Site and District	N/A	N/A	0%	3.1%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	17.6%	14.1%

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

Types of Services Funded (Fiscal Year 2013-14)

Supplemental programs include before and after school tutorial assistance provided by paraprofessionals and classroom teachers. Programs including FastForward, Accelerated Reader, and Plato provide targeted and differentiated instruction to meet the needs of all students.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,912	\$41,535
Mid-Range Teacher Salary	\$64,803	\$64,101
Highest Teacher Salary	\$85,695	\$82,044
Average Principal Salary (Elementary)	\$114,898	\$104,336
Average Principal Salary (Middle)	\$114,898	\$107,911
Superintendent Salary	\$178,847	\$155,309
Percent of Budget for Teacher Salaries	46.22%	41.0%
Percent of Budget for Administrative Salaries	6.31%	6.0%

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

Professional Development – Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. Professional Development includes 2 full days, 11 minimum days and 1 hour weekly focus group meetings for 36 weeks.

Professional Development	2012	2013	2014
Days	10	10	10