

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



NEW TEMPLE ELEMENTARY SCHOOL

VALLE LINDO SCHOOL DISTRICT
 Dr. M. L. Labrucherie, Superintendent
 John Gannon, Principal

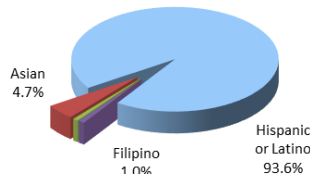
2016-2017
 SCHOOL
 ACCOUNTABILITY
 REPORT CARD

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 623 students at the beginning of the 2016-17 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.



Student Enrollment		623
Group	Percent of Students	
Black or African American	0.0%	
American Indian or Alaska Native	0.0%	
Asian	4.7%	
Filipino	1.0%	
Hispanic or Latino	93.6%	
Native Hawaiian/Pacific Islander	0.0%	
White (not of Hispanic Origin)	0.8%	
Two or More Races	0.3%	
Sub-Groups	Percent of Students	
Socioeconomically Disadvantaged	83.8%	
English Learners	15.1%	
Students with Disabilities	5.6%	
Foster Youth	1.3%	

Teaching Staff

New Temple Elementary School has 32 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

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.

Student Performance (2016-2017) – CAASPP	
Common Core Smarter Balanced Tests	Percentage of Students Proficient or Above
English Language Arts	55%
Mathematics	47%

Federal Intervention Program (2017-2018)	
Indicator	Result
Program Improvement Status	Not in PI
Number of Schools in District in Program Improvement	1
Percent of Schools in District in Program Improvement	50%

School Accountability Report Card 2016-2017

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	mllabrucherie@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 2016-17)

Grade Level	Number of Students
Kindergarten	121
Grade 1	116
Grade 2	116
Grade 3	129
Grade 4	141
Total Enrollment	623

Student Enrollment by Student Group (School Year 2016-17)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	4.7%
Filipino	1.0%
Hispanic or Latino	93.6%
Native Hawaiian/Pacific Islander	0.0%
White (not Hispanic)	0.8%
Two or More Races	0.0%
Socioeconomically Disadvantaged	83.8%
English Learners	15.1%
Students with Disabilities	5.6%
Foster Youth	1.3%

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	31	30	52
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

School Facility Conditions and Planned Improvement (School Year 2017-18)

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 2017-18)

Year and month of the most recent FIT report: January, 2018

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	Exemplary				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities)

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students (School Year 2016-2017)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8)	52%	55%	56%	55%	48%	48%
Mathematics (grades 3-8)	46%	47%	40%	40%	36%	37%

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.

CAASPP Test Results in ELA by Student Group Grades Three and Four (School Year 2016-17)

ELA – Grades 3 & 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	264	98.88%	55.30%
Male	151	148	98.01%	56.08%
Female	116	116	100.0%	54.31%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.0%	92.31%
Filipino	--	--	--	--
Hispanic or Latino	251	248	98.80%	53.63%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	214	99.07%	53.27%
English Learners	86	84	97.67%	48.81%
Students with Disabilities	18	18	100.0%	16.67%
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.

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 ELA by Student Group Grades Three and Four (School Year 2016–17)

Mathematics – Grade 3 & 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	265	99.25%	47.17%
Male	151	149	98.68%	51.01%
Female	116	116	100.0%	42.24%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.0%	92.31%
Filipino	--	--	--	--
Hispanic or Latino	251	249	99.20%	45.38%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	214	99.07%	44.86%
English Learners	86	85	98.84%	38.82%
Students with Disabilities	18	18	100.0%	22.22%
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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6%	0.7%	0.3%	2.1%	1.8%	2.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

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%

Average Class Size and Class Size Distribution

Grade Level	2014-15				2015-16				2016-17			
	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	21.0	2	4	0	19.0	5	1	0	19.0	6	1	0
1	21.0	1	4	0	21.0	2	4	0	19.0	6	0	0
2	25.0	0	6	0	25.0	0	5	0	23.0	0	5	0
3	25.0	0	6	0	24.0	0	6	0	21.0	2	4	0
4	20.0	1	5	0	24.0	0	6	0	23.0	0	6	0
K-3	7	1	0	0	8	1	0	0	13	1	0	0

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

Support Staff (School Year 2016-2017)

Title	Number of FTE* Assigned to School	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 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,607	\$1,707	\$8,900	\$90,663
District	N/A	N/A	\$8,900	\$88,232
Percent Difference – School Site and District	N/A	N/A	0%	2.68%
State	N/A	N/A	\$6,574	\$74,194
Percent Difference – School Site and State	N/A	N/A	26.13%	18.16%

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,545	\$47,034
Mid-Range Teacher Salary	\$77,539	\$73,126
Highest Teacher Salary	\$102,532	\$91,838
Average Principal Salary (Elementary)	\$137,496	\$116,119
Average Principal Salary (Middle)	\$137,496	\$119,610
Superintendent Salary	\$206,054	\$178,388
Percent of Budget for Teacher Salaries	40.35%	37.0%
Percent of Budget for Administrative Salaries	5.09%	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	2015-16	2016-17	2017-18
Days	10	10	10