

School Accountability Report Card

Reported Using Data from the 2019–2020 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: Ryan Bonde

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

District Contact Information (School Year 2020–2021)

| 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 2020–2021)

| 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 | Ryan Bonde |
| Email Address | rbonde@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 2020–2021)

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 2019–2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 131 |
| Grade 1 | 87 |
| Grade 2 | 91 |
| Grade 3 | 120 |
| Grade 4 | 99 |
| Total Enrollment | 528 |

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.60% |
| American Indian or Alaska Native | 0.00% |
| Asian | 7.80% |
| Filipino | 0.00% |
| Hispanic or Latino | 89% |
| Native Hawaiian or Pacific Islander | 0.00% |
| White | 0.90% |
| Two or More Races | 0.20% |
| Socioeconomically Disadvantaged | 83.70% |
| English Learners | 9.50% |
| Students with Disabilities | 6.40% |
| Foster Youth | 1.10% |
| Homeless | 1.30% |

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 2018–2019 | School 2019–2020 | School 2020–2021 | District 2020–2021 |
|--------------------------------------------------------------------|------------------|------------------|------------------|--------------------|
| With Full Credential | 28 | 24 | 25 | 49 |
| 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 | 2018–2019 | 2019–2020 | 2020–2021 |
|------------------------------------------------|-----------|-----------|-----------|
| 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 2020–2021)**

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. Planned improvements include new roofing, touchless faucets and flushers, as well as installation of touchless water bottle filler drinking stations. 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 2020

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|------------------------------------------------------------------------|-----------|-----------|-----------|-------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | | Yes | Air Filters on AC Units were replaced |
| 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 2018– 2019 | School 2019– 2020 | District 2018– 2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|---------------------------------------------------|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts/Literacy (grades 3-8) | 66% | N/A | 53% | N/A | 50% | N/A |
| Mathematics (grades 3-8) | 59% | N/A | 39% | N/A | 39% | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three and Four (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2020–2021)

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. New Temple has a robust PTO that welcomes new members throughout the school year. Parents are informed of upcoming events and school activities through our automated telephone message system, email, 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

(data collected between July through June, each full school year respectively)

| Rate | School 2017– 2018 | School 2018– 2019 | District 2017– 2018 | District 2018– 2019 | State 2017– 2018 | State 2018– 2019 |
|--------------------|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| Suspensions | 0.0% | 0.0% | 1.6% | 1.8% | 3.5% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% |

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019– 2020 | District 2019– 2020 | State 2019– 2020 |
|--------------------|----------------------------------|------------------------------------|---------------------------------|
| Suspensions | 0.0% | 0.5% | 2.5% |
| Expulsions | 0.0% | 0.0% | N/A |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

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 2017–2018)

| 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 2018–2019)

| 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 22 | 1 | 5 | 0 |
| 1 | 22 | 0 | 4 | 0 |
| 2 | 23 | 0 | 4 | 0 |
| 3 | 24 | 0 | 5 | 0 |
| 4 | 20 | 1 | 4 | 0 |
| Other** | 4 | 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 Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0.0 |

*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 2019–2020)

| Title | Number of FTE* Assigned to School |
|---------------------------------------------------------------|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | 0.50 |
| Social Worker | 0.50 |
| Nurse | 0.50 |
| Speech/Language/Hearing Specialist | 0.75 |
| Resource Specialist (non-teaching) | |
| SLPA | 0.75 |

*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 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12,505 | \$2,005 | \$10,499 | \$106,219 |
| District | N/A | N/A | \$10,499 | \$102,234 |
| Percent Difference – School Site and District | N/A | N/A | 0% | 3.75% |
| State | N/A | N/A | \$7,750 | \$80,565 |
| Percent Difference – School Site and State | N/A | N/A | 26.18% | 24.15% |

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

Types of Services Funded (Fiscal Year 2019–2020)

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 (2020-21). 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 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|------------------------------------------------------|------------------------|-----------------------------------------------------|
| Beginning Teacher Salary | \$58,834 | \$50,574 |
| Mid-Range Teacher Salary | \$97,058 | \$76,649 |
| Highest Teacher Salary | \$116,268 | \$98,993 |
| Average Principal Salary (Elementary) | \$153,913 | \$125,150 |
| Average Principal Salary (Middle) | \$132,170 | \$129,394 |
| Superintendent Salary | \$182,893 | \$193,925 |
| Percent of Budget for Teacher Salaries | 43.58% | 34.00% |
| Percent of Budget for Administrative Salaries | 4.71% | 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 | 2018–2019 | 2019–2020 | 2020–2021 |
|----------------------------------------------------------------------------------------|------------------|------------------|------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |