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.

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.

About This School

District Contact Information (School Year 2022–2023)

Entity	Contact Information
District Name	Valle Lindo Elementary
Phone Number	(626) 580-0610
Superintendent	Elizabeth Evans
Email Address	eevans@sd.vallelindo.k12.ca.us
Website	www.vallelindo.k12.ca.us

School Contact Information (School Year 2022–2023)

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 2022–2023)

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, Pivotal Practice Award, and California Gold Ribbon Award and has been recognized as a Capturing Kids' Hearts National Showcase School.

Student Enrollment by Grade Level (School Year 2021–2022)

Grade Level	Number of Students
Kindergarten	111
Grade 1	72
Grade 2	97
Grade 3	91
Grade 4	70
Total Enrollment	441

Student Enrollment by Student Group (School Year 2021–2022)

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.5%
Black or African American	0.2%
Filipino	0.00%
Hispanic or Latino	89.6%
Native Hawaiian or Pacific Islander	0.00%
White	1.4%
Two or More Races	0.2%
Socioeconomically Disadvantaged	76.6%
English Learners	15.4%
Students with Disabilities	8.4%
Foster Youth	0.9%
Homeless	1.6%

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 Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	97.92	42.40	94.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	2.22	12115.80	4.41
Unknown	0.50	2.08	1.50	3.51	18854.30	6.86
Total Teaching Positions	24.00	100.00	45.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work

50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	--	--	--	--	--	--
Intern Credential Holders Properly Assigned	--	--	--	--	--	--
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	--	--	--	--	--	--
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	--	--	--	--	--	--
Unknown	--	--	--	--	--	--
Total Teaching Positions	--	--	--	--	--	--

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	--
Misassignments	0.00	--
Vacant Positions	0.00	--
Total Teachers Without Credentials and Misassignments	0.00	--

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	--
Local Assignment Options	0.00	--
Total Out-of-Field Teachers	0.00	--

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	--
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	--

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–2023)

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: <u>*January 2023*</u>

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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	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).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.

  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.

  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8)	N/A	50%	N/A	50%	N/A	47%
Mathematics (grades 3-8)	N/A	43%	N/A	31%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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 2021–2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	163	98.79	1.21	49.69
Female	86	84	97.67	2.33	51.19
Male	79	79	100.00	0.00	48.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	151	149	98.68	1.32	48.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	141	99.30	0.70	48.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three and Four (School Year 2021–2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	163	98.19	1.81	42.94
Female	87	84	96.55	3.45	41.67
Male	79	79	100.00	0.00	44.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	152	149	98.03	1.97	40.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	11	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	141	98.60	1.40	40.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

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 2022–2023)
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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2021–2022)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	485	464	170	36.6%
Female	250	237	78	32.9%
Male	235	227	92	40.5%
American Indian or Alaska Native	0	0	0	0.0%
Asian	35	34	2	5.9%
Black or African American	2	2	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	438	419	165	39.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	7	7	3	42.9%
English Learners	85	78	23	29.5%
Foster Youth	15	9	2	22.2%
Homeless	10	7	3	42.9%
Socioeconomically Disadvantaged	387	370	145	39.2%
Students with Disabilities	53	49	21	42.9%

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 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	0.00%	0.54%	2.45%
Expulsions	0.00%	0.00%	0.05%

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.

Suspensions and Expulsions
(Data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.21%	0.00%	0.93%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

School Safety Plan (School Year 2022–2023)

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19	4	1	0
1	22	0	5	0
2	22	0	4	0
3	21	0	4	0
4	20	1	5	0
Other**	6	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 2021–2022)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14	7	0	0
1	13	5	0	0
2	13	7	0	0
3	18	1	4	0
4	12	6	0	0
Other**	12	2	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 2021–2022)

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 2021–2022)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.50
Nurse	1.00
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	1.00
Other-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 2020–2021)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,872	$3,338	$8,534	$111,317
District	N/A	N/A	$8,534	$107,242
Percent Difference – School Site and District	N/A	N/A	0%	3.11%
State	N/A	N/A	$6594	$84,612
Percent Difference – School Site and State	N/A	N/A	22.73%	23.99%

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

Types of Services Funded (Fiscal Year 2021–2022)
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 (2021-22). 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 2020–2021)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61,187	$51,591
Mid-Range Teacher Salary	$90,273	$79,620
Highest Teacher Salary	$119,359	$104,866
Average Principal Salary (Elementary)	$137,457	$131,473
Average Principal Salary (Middle)	$146,091	$135,064
Superintendent Salary	$208,709	$205,661
Percent of Budget for Teacher Salaries	41.98%	33.33%
Percent of Budget for Administrative Salaries	8.14%	5.87%

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	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10