Linda Vista Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Linda Vista Elementary School
Street	1200 N. Cannon Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6201
Principal	Bob Johnson
E-mail Address	robert.johnson@orangeusd.org
Web Site	www.orangeusd.org/schools/elementary/lindavista/index.asp
CDS Code	30-66621-6071112

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.org
Web Site	www.orangeusd.org/

School Description and Mission Statement (School Year 2016-17)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, facilities and the staff. Information about Orange Unified School District is also provided. Unless otherwise specified, the information provided in this report is from the 2015-2016 school year.

Linda Vista is one of 27 elementary schools in the Orange Unified School District. Approximately 475 students were enrolled in kindergarten through sixth grade for the 2015-2016 school year. The school was built in February, 1972 on 8.5 acres of land and is located in east Orange. Linda Vista operates on a traditional school calendar. The Linda Vista school community works hard to nurture an environment that is caring, supportive, and positive, with the goal of maximizing student achievement. Students develop the skills of communication, creativity, collaboration, and critical thinking throughout the curriculum, and are active participants in their learning.

All teachers at Linda Vista are highly qualified according to state and national standards and students receive instruction at their appropriate instructional level. Digital tools are integrated into the curriculum to enhance instruction, and school staff work to meet the needs of ALL learners at the school. Students who require re-teaching, remediation, or additional supports to be successful receive instructional modifications and assistance as needed. Students who have mastered the content being studied are provided with opportunities to extend their learning. School staff have established and maintain a learning environment in which student academic and behavioral expectations are clearly articulated. Linda Vista is fortunate to have an involved and supportive parent community. Parents and community members are involved in school in a variety of formal and informal ways.

Mission Statement
Linda Vista Elementary School is committed to providing a quality education for all students and strives to maximize the intellectual, social, and emotional growth of each child, so he or she may become a responsible, contributing member of society.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	58
Grade 1	65
Grade 2	67
Grade 3	81
Grade 4	73
Grade 5	64
Grade 6	69
Total Enrollment	477

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	9.2
Filipino	1.7
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.2
White	49.7
Two or More Races	5.5
Socioeconomically Disadvantaged	18
English Learners	10.5
Students with Disabilities	17
Foster Youth	0.4

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	21	21	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	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. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

A Facility Inspection Tool (FIT) is completed by the District for each school site on an annual basis. The FIT assesses the safety, cleanliness, and adequacy of the school facility, any planned and/or recently completed facility improvements, and a description of any needed maintenance to ensure that the school facility is in good repair.

Linda Vista Elementary School was found to be in good repair. Repairs completed by the District Maintenance and Operations department included asphalt repair and fumigation, as well as general maintenance and repair of equipment, plumbing, and fixtures throughout the campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8.1.16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Girls' R/R: 2: Exhaust fans inoperable; grills need cleaning K-1: 2: Exhaust fans inoperable K-2: 2: Exhaust fans inoperable

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8.1.16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces			X	A-2: 4: Sink cabinet needs refinishing B-13 C-R: 4: Ceiling tiles stained and dirty; light diffusers hanging down outside door Boys' R/R by C-1: 4: Partitions rusted and pitted; need paint; mirror backing coming off Boys' R/R by Playground: 4: Plaster
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A-8: 9: Drinking fountain needs adjustment Lunch Table Cover: 5: Fountain bt B-13 has missing tiles Playground Southwest of Lunch Tables: 8: Fountains inorperable by Boys' R/R; tiles missing
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Atrium: Kitchen: 15: Interior entry door needs a strike plate

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8.1.16				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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. 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); 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	65	50	53	44	48
Mathematics	52	55	38	40	34	36

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 through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	82	97.6	68.3
	4	75	73	97.3	50.7
	5	65	62	95.4	69.3
	6	71	71	100.0	70.4
Male	3	50	48	96.0	72.9
	4	39	37	94.9	43.2
	5	32	30	93.8	60.0
	6	29	29	100.0	58.6
Female	3	34	34	100.0	61.8
	4	36	36	100.0	58.3
	5	33	32	97.0	78.1
	6	42	42	100.0	78.6
Black or African American	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	26	25	96.2	44.0
	4	22	21	95.5	42.9
	5	20	19	95.0	68.4
	6	20	20	100.0	60.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	3	40	40	100.0	77.5
	4	39	38	97.4	57.9
	5	34	32	94.1	71.9
	6	32	32	100.0	75.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	15	15	100.0	66.7
	4	16	15	93.8	40.0
	5	12	12	100.0	50.0
	6	13	13	100.0	30.8
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	15	15	100.0	6.7
	5	13	10	76.9	
	6	11	11	100.0	9.1
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	82	97.6	72.0
	4	75	73	97.3	39.7
	5	65	62	95.4	45.2
	6	71	71	100.0	60.6
Male	3	50	48	96.0	79.2
	4	39	37	94.9	37.8
	5	32	30	93.8	46.7
	6	29	29	100.0	58.6
Female	3	34	34	100.0	61.8
	4	36	36	100.0	41.7
	5	33	32	97.0	43.8
	6	42	42	100.0	61.9
Black or African American	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	26	25	96.2	60.0
	4	22	21	95.5	19.1
	5	20	19	95.0	31.6
	6	20	20	100.0	50.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	3	40	40	100.0	77.5
	4	39	38	97.4	50.0
	5	34	32	94.1	46.9
	6	32	32	100.0	65.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	15	15	100.0	66.7
	4	16	15	93.8	26.7
	5	12	12	100.0	16.7
	6	13	13	100.0	15.4
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	15	15	100.0	6.7
	5	13	10	76.9	
	6	11	11	100.0	9.1
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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 Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88	86	79	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	65	62	95.4	79.0
Male	32	30	93.8	80.0
Female	33	32	97.0	78.1
Hispanic or Latino	20	19	95.0	68.4
White	34	32	94.1	84.4
Socioeconomically Disadvantaged	12	12	100.0	66.7
Students with Disabilities	13	10	76.9	40.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.6	18.5	46.2

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.

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 (School Year 2016-17)

The staff at Linda Vista welcomes and encourages parent and community involvement. The PTA is an integral part of the ongoing instructional program. They provide supplemental programs such as Art Masters, Science-on-the-Go, and monthly music instruction, as well as supporting the implementation of technology to enhance the curriculum. Parents are encouraged to participate in the instructional program by volunteering in classrooms and at school/community events and activities. Linda Vista parents are knowledgeable, informed, and have high expectations.

Parents are encouraged to be partners in their children's education in formal and informal ways. Examples of formal involvement include opportunities to serve as elected representatives on the Linda Vista School Site Council (SSC), composed of equal numbers of staff and parents. The SSC provides input into the development of the school's annual Single Plan for Student Achievement (SPSA) and approves Local Control Funding Formula (LCFF) State funding for staff development, supplemental educational materials, and additional staff support. The School Site Council meets a minimum of five times per year and all interested parents are invited to attend these meetings. In addition, Linda Vista's English Learner Advisory Committee (ELAC) meets several times throughout the school year and its members consist primarily of parents of English Learner (EL) students. The ELAC provides input on the instructional program and ways to support English Learners at the school.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	0.4	0.2	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts a Comprehensive Safe School Plan for their specific school site in accordance with Education Code § 32280 – 32289. This plan is updated and reviewed with parents, community members, and staff on an annual basis. The plans for each District school are kept on file in the office of Student and Community Services at the District office.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the District are linked through an emergency radio contact system, and District radio drills are held periodically to ensure preparedness in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Linda Vista. The Fire Marshal inspects the school annually to verify that Linda Vista meets both everyday and emergency standards. Linda Vista's certificated and classified staff have been assigned to specific disaster teams and have been instructed as to the duties they are to carry out in the event of an emergency. These teams include: Command Center, Sweep and Rescue, First Aid, Student Assembly Area, Student Release, Site Security, and Psychological Services.

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Avg. Class Size	2013-14 1-20	2013-14 21-32	2013-14 33+	2014-15 Avg. Class Size	2014-15 1-20	2014-15 21-32	2014-15 33+	2015-16 Avg. Class Size	2015-16 1-20	2015-16 21-32	2015-16 33+
K	31		2		31		2		31		2	
1	30		2		29		2		29		2	
2	31		3		30		2		30		2	
3	28	1		2	25	1	3		25	1	3	
4	30		2		31		2		31		2	
5	33		1	1	29		2		29		2	
6	26	1	2		28	1		2	28	1		2

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.60	N/A
Social Worker	0	N/A
Nurse	0.30	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	0	N/A
Other	0.20	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 2014-15)

Level	Expenditures Per Pupil Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	3876.66	44.31	3832.35	50121.57
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	-3.9	-28.8
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-31.0	-28.0

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

Types of Services Funded (Fiscal Year 2015-16)

Linda Vista Elementary School has a highly trained and dedicated staff. LCFF and Lottery funds are used to support the instructional program. A-full time Resource Specialist, Speech and Language teacher, and Education Specialist, as well as a part-time Response to Intervention teacher also support our students' academic needs.

The Linda Vista PTA raises funds that directly support technology implementation in all grades as well as supplemental programs including Art Masters, Science on the Go, monthly music instruction, and P.E.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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)

During the most recent three years (2014-2017), Linda Vista Elementary School teachers and staff have participated in District-wide and site-specific professional development. Teachers have received professional development training in all curricular areas. This includes the District-adopted writing program (Write From the Beginning...and Beyond), reading (DIBELS Next), mathematics, Common Core State Standards, and ELD. In addition, teachers have participated in technology classes (individually or as a group; e.g. iPad training, iTeach and BYOD programs, iLearn, and eBadge programs), GATE training, CAASPP administration, and instructional strategies (e.g., GLAD, Thinking Maps, GATE, behavior and classroom management, etc.).Classified staff and teachers have also attended professional development trainings for special education (including autism and compliance/legal issues) as well as safety (AED/CPR training, emergency preparedness).

Professional development trainings have been conducted at the site level on a regular basis, in monthly sessions in collaboration with teachers from Villa Park and Serrano Elementary Schools to support grade level collaboration across schools, and at times with teachers and staff from across the District. Teachers have also participated in trainings with their grade level colleagues or individually as needed.

The format for trainings varies depending on the content and program in which the training is being conducted. Teachers attend one site level training with other Linda Vista teaching staff at least once each month, and joins with their colleagues from Serrano and Villa Park Elementary Schools once each month. Some trainings are ongoing and teachers meet with colleagues from across the District every month, while most self-selected sessions are done on an as needed basis and are usually one-time sessions. The majority of the training sessions are taught in after school workshops and often use restructured Wednesdays to provide training within the teachers' contract day.

Teachers are supported during the training and implementation of what is learned through curricular specialist and/or principal coaching, peer mentoring, and with the assistance of District personnel working directly with individual or small groups of teachers.