



Salt Creek Elementary School

1055 Hunte Pkwy • Chula Vista, CA 91914 • (619) 397-5494 • Grades K-6

Mrs. Lalaine Perez, Principal, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

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District Governing Board

Leslie Ray Bunker
Armando Farias
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District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Mission:

- Our mission at Salt Creek is to create confident college and career ready leaders who apply learned skills to real-life situations. They are innovative and critical thinkers, effective communicators, and collaborative learners.
- Students are self-evaluators who have the skills to adapt to the diverse world around them. They are respectful and responsible citizens in the community.

Academic Focus:

- School wide, teachers are focused on implementing daily social emotional learning opportunities with strategies and resources such as Sanford Harmony, restorative practices, and community circles. Additionally, teachers are utilizing success criteria in math. Professional development for teachers and instructional activities support both social emotional learning and success criteria.

Programs:

- Salt Creek has a strong Spanish/English Dual Language Immersion Program in K-6th grade. About 30% of our students participate in this very successful program. We have 14 Dual Immersion classrooms, and Dual Immersion staff members meet as an entire team at least three times per year to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also have a robust GATE program, which offers differentiation as well as enrichment opportunities during the school day and after school, including STEM class, Salt Creek Garden, Monarch Butterfly Program, Entrepreneur Academy, and more. VAPA is also a regular part of our instructional program, with all students K-6 receiving instruction in Music, Art, Drama, Dance and Physical Education.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	125
Grade 2	141
Grade 3	136
Grade 4	122
Grade 5	146
Grade 6	162
Total Enrollment	945

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	5.4
Filipino	14.4
Hispanic or Latino	49.2
Native Hawaiian or Pacific Islander	0.2
White	21.5
Socioeconomically Disadvantaged	16.1
English Learners	22.2
Students with Disabilities	6.0
Foster Youth	0.1

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			
Salt Creek Elementary School	16-17	17-18	18-19
With Full Credential	39	39	39
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Salt Creek Elementary School	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* 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 2018-19)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: November 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math K-6, English and Spanish. Adopted in 2015-2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Salt Creek Elementary's custodial staff performs basic cleaning operations daily.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	607/608 girls RR: Loose toilet seat, broken coat hanger on stall door. CR 404: Stained ceiling tile, pencil charper cover missing. CR 701: Fountain loose, household under sink, projector is not working, carpet stains, sink counter top broken, fountain cabinet molding coming apart. Work room: Some small holes on few ceiling tile. At least 15 tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400 work room: Stain on carpet. 600 girls RR: 1 loose toilet seats and cobwebs 600 storage: Needs to clean and wall damage, lot of stuff needs to organized. Admin reception: Red stain on carpet CR 403: Household cleaners under sink, stain on ceiling tile. CR 407: Red stain on tile cealing, stain on carpet CR 501: Carpet stains next to sink. CR 702: Carpet stains. mp custodian room: Needs organized.
Electrical: Electrical	Good	CR 602: Power cords on floor, lysol under sink. CR 606: Light sensors bad it takes a few seconds to light on the classroom. CR 701: Fountain loose, household under sink, projector is not working, carpet stains, sink counter top broken, fountain cabinet molding coming apart. CR 706: Electrical panel blocked, fountain knob loose, household under sink, stain carpet. Stage: Cobwebs on ceiling, lamp out east of stairs, electrical room door not closing properly (stage storage) - stains on floor and walls, and door not closing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	600 girls RR: 1 loose toilet seats and cobwebs 607/608 girls RR: Loose toilet seat, broken coat hanger on stall door. CR 502: Plug in air freshener, fountain water pressure is low, house hold in classroom, chemicals under sink CR 504: loose fountain, house hold under sink (no chemicals), stain carpet. CR 608: fountain low pressure CR 701: Fountain loose, household under sink, projector is not working, carpet

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		stains, sink counter top broken, fountain cabinet molding coming apart. CR 705: push knob detached, cleaners and pesticides under sink, cob webs on corner. CR 706: Electrical panel blocked, fountain knob loose, household under sink, stain carpet.
Safety: Fire Safety, Hazardous Materials	Good	Admin storage: Roof acces is used as storage room and boxes are blocking panels. CR 403: Household cleaners under sink, stain on ceiling tile. CR 502: Plug in air freshener, fountain water pressure is low, house hold in classroom, chemicals under sink CR 602: Power cords on floor, lysol under sink. CR 701: Fountain loose, household under sink, projector is not working, carpet stains, sink counter top broken, fountain cabinet molding coming apart. CR 705: push knob detached, cleaners and pesticides under sink, cob webs on corner. CR 706: Electrical panel blocked, fountain knob loose, household under sink, stain carpet.
Structural: Structural Damage, Roofs	Good	Admin storage: Roof acces is used as storage room and boxes are blocking panels.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 506: Cabinet door latch broken. Playground: Big cracks in blacktop -Need sealing. Stage: Cobwebs on ceiling, lamp out east of stairs, electrical room door not closing properly (stage storage) - stains on floor and walls, and door not closing.
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	75.0	84.0	62.0	65.0	48.0	50.0
Math	64.0	71.0	49.0	51.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	570	551	96.67	83.67
Male	279	271	97.13	80.07
Female	291	280	96.22	87.14
Black or African American	18	18	100.00	88.89
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100.00	93.10
Filipino	79	78	98.73	91.03
Hispanic or Latino	286	273	95.45	77.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	119	95.97	89.92
Two or More Races	28	28	100.00	78.57
Socioeconomically Disadvantaged	109	106	97.25	74.53
English Learners	181	170	93.92	77.06
Students with Disabilities	48	47	97.92	46.81

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	570	556	97.54	71.04
Male	279	274	98.21	71.9
Female	291	282	96.91	70.21
Black or African American	18	18	100	72.22
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100	72.41
Filipino	79	78	98.73	82.05
Hispanic or Latino	286	278	97.2	65.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	119	95.97	78.99
Two or More Races	28	28	100	64.29
Socioeconomically Disadvantaged	109	107	98.17	60.75
English Learners	181	175	96.69	61.14
Students with Disabilities	48	47	97.92	31.91

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 2018-19)

Contact Lalaine Perez, Principal, or Ashley Vasquez, Associate Principal, at (619) 397-5494 to become involved.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have regular Coffee Chats to keep parents informed about school programs, policies, curriculum, instruction, assessment and activities. We provide parents with ways in which they can become partners with us in the education of their children. Additionally, we have a very active Parent Teacher Group, GATE Parent Advisory Committee, English Learner Advisory Committee, Safety Committee, and School Site Council.

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.

School Safety Plan

Required drills are conducted regularly, which include monthly fire drills, quarterly earthquake drills, two lockdown drills, two secure campus drills, two shelter in place drills, and one annual bus evacuation drill. All visitors check in the office using the RAPTOR system and wear a visitor's pass while on site. Parent volunteers direct morning traffic to allow for safe drop-off. Safety Patrol assist with safe pedestrian crossing before and after school. All classrooms are equipped with an emergency bag and a Safety Clip Board with instructions for all emergency procedures. A Safety Committee that includes staff, parents, and our School Resource Officer provides feedback and input to SSC regarding the School Safety Plan.

The Comprehensive School Safety Plan was approved by SSC October 18, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.2	1.4	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	25	22			1	5	4	4			
1	26	25	25				5	5	4			
2	22	24	24	1			5	6	6			
3	23	21	23		3	1	6	3	5			
4	25	24	28	1	1		5	5	4			
5	27	24	22		1	2	6	6	5			
6	26	27	23			1	6	6	6			
Other	2		25	1					1			

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

Professional Development provided for Teachers

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics for the past three years included:

Illuminate:

- Teachers will engage in professional learning from our Resource Teacher during collaboration on the new data management system. This tool will allow teachers to input create assessments, input data, generate reports, and analyze data to drive instruction to meet achievement goals in Reading and Math.

Benchmark:

- Teachers will engage in professional learning throughout the school year on Benchmark Language Arts curriculum. In addition, teachers will receive support and training throughout the year during collaboration from our Resource Teacher.

Collaborative Conversations & Success Criteria:

- ILT will receive training to support Collaborative Conversations during four District sessions. ILT will then provide professional development to the staff at the school site during Friday staff meeting time. These area of focus will support the District's Year Two Goals and over arching instructional focus of closing the achievement gap for all learners using high impact language development strategies.

Math PD:

- Teachers will receive training by Denise Finney and cohort Resource Teachers on Professional Noticing, math discourse strategies, and success criteria as a means to support student thinking and talk during math. This will occur during our two teacher workdays prior to quarter 2 & 3 starting. The entire COMPASS cohort of schools will participate together.

ELPAC:

- Teachers will receive continued training and certification on content and administration of the new ELPAC assessment. This training will take one Friday staff meeting and be led by the ELPAC site team which includes the Associate Principal, Resource Teacher and five other site teachers.

Disaster/Safety Training:

- Certificated and classified staff will receive ongoing disaster, emergency, and safety trainings conducted by Sherry Stone, School Resource Officer, and administration.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Students' academic and social/emotional needs are met through a variety of programs that are supported by site and categorical funds. KIDCO meets the needs of students who are having difficulty adjusting due to transition to a new school, changes in family structure, or military transfer. Our District Social Worker also provides services to students once a week. English Learners with overall ELPAC scores of 1 and 2 are invited to additional learning opportunities Monday-Thursday through our Jump Start and Extended Day Tutoring Programs. GATE students are also invited to our after school Monarch Butterfly Program, STEM class, and Entrepreneur Academy. To meet academic needs for all students, Extended Day after school tutoring is offered in math and reading for 3rd-6th grade, and JumpStart reading intervention is offered for K-2nd grade.

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,486.39	\$1,934.88	\$6,551.51	\$69,038.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	-4.4
Percent Difference: School Site/ State			-0.3	-12.7

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.