

Salt Creek Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Salt Creek Elementary School
Street	1055 Hunte Pkwy
City, State, Zip	Chula Vista, CA 91914
Phone Number	(619) 397-5494
Principal	Mrs. Gloria Velarde, Principal
Email Address	gloria.velarde@cvesd.org
School Website	https://saltcreek.cvesd.org/
Grade Span	K-6
County-District-School (CDS) Code	37-68023-0105965

2024-25 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2024-25 School Description and Mission Statement

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:

2024-25 School Description and Mission Statement

- School wide, teachers are focused on implementing daily social emotional learning opportunities with strategies and resources such as Harmony, restorative practices, community circles, and Zones of Regulation. Social Emotional Professional Learning sessions were provided during the 23-24 school year by our district SEL team. Additionally, teachers are focusing on building reading comprehension through writing and checking for understanding, providing feedback, and adapting. Furthermore, we have Quality Indicators for Teacher Actions, Student Actions and Learning Environment.

Programs:

Salt Creek has a strong Spanish/English 90/10 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 regularly to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also have a robust LEAD Program (ELOP- Expanded Learning Opportunities Program) with enrichment opportunities before the school day and after school, including our Running Club, STEM Club, Spanish Tutoring Club, Robotics Club, Ensemble, Art Club, Safety Patrol, Entrepreneur Academy, and more. VAPA is also a regular part of our instructional program, with all students TK-6 receiving instruction in Music, Art, Drama, Dance and Physical Education.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	99
Grade 2	102
Grade 3	121
Grade 4	125
Grade 5	124
Grade 6	123
Total Enrollment	814

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.1
Asian	3.7
Black or African American	5.5
Filipino	13
Hispanic or Latino	50.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	10.9
White	15.2
English Learners	17.8
Foster Youth	0.2
Homeless	0.6
Socioeconomically Disadvantaged	26.2
Students with Disabilities	11.3

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.

2020-21 Teacher Preparation and Placement

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)	36.00	96.00	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.33	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.67	106.00	7.66	18854.30	6.86
Total Teaching Positions	37.50	100.00	1383.70	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.

2021-22 Teacher Preparation and Placement

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)	36.00	98.63	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.37	33.90	2.36	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	109.80	7.63	15831.90	5.67
Total Teaching Positions	36.50	100.00	1440.10	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

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)	36.90	98.67	1302.40	88.51	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.41	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.50	1.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.33	33.10	2.25	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	111.40	7.57	14303.80	5.15
Total Teaching Positions	37.40	100.00	1471.50	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.50	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50	0
Local Assignment Options	0.00	0.00	0.5
Total Out-of-Field Teachers	0.00	0.50	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Supplemental resources include: Achieve 3000, iReady, Accelerated Reader and Levered Learning.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report 10/29/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 401: Dirty vents
Interior: Interior Surfaces			X	300 Girls RR: Broken soap dispenser// Faucet missing cap// Loose toilet seat 400 work room: Dirty carpet 500 workspace: Dirty carpet CR 301: 1 Stained ceiling tile CR 304: 2 Stained ceiling tiles CR 305: 1 Stained ceiling tile CR 308: 1 Stained ceiling tile CR 403: Dirty carpet// 2 stained ceiling tiles CR 404: 2 Stained ceiling tiles CR 407: 2 Stained ceiling tiles CR 408: 3 Stained ceiling tiles CR 506: 2 stained ceiling tiles CR 508: 1 stained ceiling tile// 1 damaged transition strip CR 601: 2 Stained ceiling tiles// missing smoke detector CR 602: 2 Stained ceiling tiles CR 603: 1 Stained ceiling tile CR 604: 1 Stained ceiling tile CR 607: 1 Stained ceiling tile// Loose faucet// Broken soap dispenser CR 701: Dirty carpet CR 702: Water fountain missing cap CR 703: Dirty carpet// No pressure in water fountain CR 704: 1 stained ceiling tile// Dirty carpet CR 705: Dirty carpet CR 706: Dirty carpet Health office: 2 stained ceiling tiles Library girls RR: Dirty partition walls Main Office: 1 Stained ceiling tile Multipurpose: Dirty floor// Walls are dirty
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		300 Boys RR: Broken soap dispenser//Lose toilet seat 300 Girls RR: Broken soap dispenser// Faucet missing cap// Loose toilet seat CR 306: Water fountain not working properly CR 607: 1 Stained ceiling tile// Loose faucet// Broken soap dispenser

School Facility Conditions and Planned Improvements

				CR 702: Water fountain missing cap CR 703: Dirty carpet// No pressure in water fountain Kitchen: Loose sink Library women's RR: Broken soap dispenser Lounge: Loose sink
Safety: Fire Safety, Hazardous Materials	X			CR 303: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, a string of lights, etc CR 601: 2 Stained ceiling tiles// missing smoke detector
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	70	72	53	55	46	47
Mathematics (grades 3-8 and 11)	60	63	43	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	496	489	98.59	1.41	72.19
Female	238	234	98.32	1.68	73.93
Male	258	255	98.84	1.16	70.59
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	95.00
Black or African American	29	29	100.00	0.00	86.21
Filipino	64	64	100.00	0.00	84.38
Hispanic or Latino	251	246	98.01	1.99	61.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	79.59
White	81	79	97.53	2.47	78.48
English Learners	71	71	100.00	0.00	26.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	121	98.37	1.63	59.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	93.85	6.15	31.15

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	496	489	98.59	1.41	63.19
Female	238	234	98.32	1.68	57.69
Male	258	255	98.84	1.16	68.24
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	80.00
Black or African American	29	29	100.00	0.00	68.97
Filipino	64	64	100.00	0.00	75.00
Hispanic or Latino	251	246	98.01	1.99	50.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	73.47
White	81	79	97.53	2.47	78.48
English Learners	71	71	100.00	0.00	28.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	121	98.37	1.63	50.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	93.85	6.15	21.31

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	59.69	48.80	34.95	37.34	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	125	99.21	0.79	48.80
Female	65	64	98.46	1.54	51.56
Male	61	61	100.00	0.00	45.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	70.00
Hispanic or Latino	66	66	100.00	0.00	31.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	60.00
White	16	15	93.75	6.25	66.67
English Learners	16	16	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	48.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Contact Principal, Gloria Velarde, or Associate Principal, Lilia Rodriguez 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 various opportunities to keep parents informed about school programs, policies, curriculum, instruction, assessment, activities and updates regarding school and safety guidelines. 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 (PTG), English Learner Advisory Committee, Safety Committee, and School Site Council. Parents also have opportunities to attend quarterly Principal's Coffee Chats.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	860	846	61	7.2
Female	431	423	28	6.6
Male	429	423	33	7.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	4	11.8
Black or African American	49	49	5	10.2
Filipino	108	107	5	4.7
Hispanic or Latino	438	429	35	8.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	91	91	6	6.6
White	131	127	6	4.7
English Learners	163	159	10	6.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	230	227	22	9.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	112	19	17.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.45	0.7	0.68	1.16	1.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70	0.00
Female	0.23	0.00
Male	1.17	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	2.04	0.00
Filipino	0.93	0.00
Hispanic or Latino	0.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.10	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	0.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.77	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

For the school year, our Comprehensive School Safety Plan includes key information around procedures, programs, policies, and plans that ensure the safety of our students, staff, and community. This plan is reviewed and revised through a series of meetings with staff and parents to ensure that we effectively collaborate and gain input from all stakeholders. Our Safety

2024-25 School Safety Plan

Committee at Salt Creek meets on a monthly basis to review safety protocols and guidelines.

Our School Safety Plan also includes required drills that 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. The plan also requires that all visitors check in the office using the RAPTOR system and wear a visitor's pass while on site. Additionally, parent volunteers' direct afternoon traffic to allow for safe egress. Safety Patrol assist with safe pedestrian crossing before and after school. All classrooms are equipped with an emergency bag and a Safety Clipboard 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 recently revised and the Board of Education approval date at the January 17, 2024 board meeting.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	24		5	
2	21	3	3	
3	20	2	4	
4	23	1	4	
5	32		4	1
6	29		5	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	19	2	3	
2	21	1	5	
3	21	1	5	
4	24		5	
5	34		3	2
6	64		2	3
Other	25		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	20	3	2	
2	20	3	2	
3	20	4	2	
4	25	2	3	
5	29		4	1
6	65			5

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	1628

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,542.10	\$4,681.87	\$9,860.23	\$96,819.00
District	N/A	N/A	\$10,539.05	\$89,681
Percent Difference - School Site and District	N/A	N/A	-6.7	7.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-8.8	0.5

Fiscal Year 2023-24 Types of Services Funded

Students' academic and social/emotional needs are met through a variety of programs that are supported by site and state (LCAP) funds. Our School Counselor, Behavior Interventionist, or Military Family Life Counselor meets the needs of students who are having difficulty adjusting due to transition to a new school, changes in family structure, or military transfer. Students are also invited to our LEAD Before and After-School clubs including art class, Running Club, tutoring club, Lego Club, and Entrepreneur Academy and many more.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,353	\$58,553
Mid-Range Teacher Salary	\$83,511	\$93,924
Highest Teacher Salary	\$111,237	\$119,489
Average Principal Salary (Elementary)	\$147,452	\$149,898
Average Principal Salary (Middle)	\$0	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$270,400	\$270,432
Percent of Budget for Teacher Salaries	34.91	31.93
Percent of Budget for Administrative Salaries	4.61	5.62

Professional Development

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 Plan for Student Achievement. Staff development topics for the past three years included:

Collaborative Conversations & Success Criteria:

- ILT has received District training to support Collaborative Conversations and High Impact Language Development Strategies over the past three years. ILT takes this learning, connects it to our school wide focus, and provides professional development to the staff at the school site during Friday staff meeting time. For the 23-24 school year, staff implemented cycles of professional learning on Collaborative Conversations with a focus on talk moves in small group instruction. These PLC's were selected based on both achievement data and observational data.
- Salt Creek is engaged in a Professional Learning Cycle on building reading comprehension through writing and our ILT is guiding the training and work during Friday staff meetings and collaboration. The focus on building reading comprehension through writing was selected to align with our district's learning initiative of Rigorous Learning for All and to support our work on our CVESD Reading Assessments.

iReady and Smarty Ants:

- For the 2021-2022 school year, four sessions of iReady training was provided to our teachers, with ongoing support for Smarty Ants through the District's Teacher Portal and optional PD sessions. iReady training is site-specific and school and staff has been given access to our consultant for questions and support. These new programs are our District's technology accelerators that will support math and early reading during Distance Learning.

Collaborative Conversations and Talk Moves in Small Group Instruction

For the 2022-23 school year, our ILT provided Professional Development to staff and engaged teams around professional readings in the area of collaborative conversations and talk moves.

Culturally Responsive Teaching Practices:

- During the 2020-21 Teachers are received monthly trainings on Culturally Responsive Teaching. Some of these trainings include guest presenters such as Dr. Doug Luffborough and Dr. Vincent Pompei (Creating Safe and Inclusive Environments for LGBTQ Students). In addition, our Equity Committee has created a mission statement for this work and meets regularly to provide input and help plan professional development and resources throughout the year.

During the 2022-23 school year, teachers received 3 tiered MTSS Trainings from Mr. Andy Faulconer on ways to address

Professional Development

behavior and deepening social emotional learning in the classroom. Staff, including Noon Duty Supervisors and IAs, received training on abbreviated CPI and de-escalation strategies from Shannen McKinney. Furthermore, we completed district training as a staff on PBIS strategies for the classroom.

Math PD:

- Teachers have received training by iReady representatives during the 2022-23 school year.

ELPAC:

- Teachers receive continued training and certification on content and administration of the ELPAC assessment. This training will take occur over the Moodle platform and guidance from the Department of Language Development.

Disaster/Safety Training:

- Certificated and classified staff receive ongoing disaster, emergency, and safety trainings conducted by Jose Cortez, School Resource Officer, and administration. For the 2022-2023 school year, ongoing guidance regarding COVID-19 and safety precautions is provided.

For the 2023-2024 school year, teachers are engaged in NCUST professional learning of the Eight Best Practices, facilitated by our Instructional Leadership Team (ILT).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			