

# Salt Creek Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

#### 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.

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Salt Creek Elementary School opened in September 2004 and provides a modern, student-centered learning environment. The campus comprises six classroom buildings, five portables, a Library/Medical Center, a cafeteria/auditorium with an outdoor lunch court, a YMCA childcare center, and an administrative/health office. At Salt Creek Elementary School, students are empowered to think critically, collaborate effectively, and take ownership of their learning. Collaboration among staff, families, and education partners ensures that all learners, including English learners, students with disabilities, and targeted groups, understand their progress and demonstrate measurable growth. Salt Creek Elementary is committed to educating the whole child, academically, socially, emotionally, and physically, while empowering student voice through leadership and meaningful connections. Our mission at Salt Creek is to cultivate confident, college- and career-ready leaders who apply the skills they have learned 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 Harmony, restorative practices, community circles, and Zones of Regulation. Social-Emotional Professional Learning sessions were provided during the 2025-2026 school year by our district's Behavioral Team. Additionally, teachers are focusing on building reading comprehension through writing, checking for understanding, providing feedback, and adapting their instruction. 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 TK-6th grade. About 43% of our students participate in this rigorous and successful program. We have 14 Dual Immersion classrooms, and Dual Immersion staff members meet as an entire team during Vertical Articulation Meetings to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also offer a robust LEAD Program (ELOP - Expanded Learning Opportunities Program) with enrichment opportunities available before 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 from TK to 6 receiving instruction in Music, Art, Drama, Dance,

## 2025-26 School Description and Mission Statement

and Physical Education.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	133
Grade 1	100
Grade 2	114
Grade 3	108
Grade 4	121
Grade 5	131
Grade 6	128
<b>Total Enrollment</b>	<b>835</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
Asian	3.2
Black or African American	5.5
Filipino	11.5
Hispanic or Latino	53.1
Two or More Races	13.7
White	12.5
English Learners	17.6
Foster Youth	0.1
Homeless	1.8
Socioeconomically Disadvantaged	34.1
Students with Disabilities	10.7

## **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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36	98.63	1266.5	87.95	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	6.8	0.48	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	22.8	1.59	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	1.37	33.9	2.36	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	109.8	7.63	15831.9	5.67
<b>Total Teaching Positions</b>	36.5	100	1440.1	100	279044.8	100

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.9	98.67	1302.4	88.51	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.41	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18.5	1.26	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	1.33	33.1	2.25	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	111.4	7.57	14303.8	5.15
<b>Total Teaching Positions</b>	37.4	100	1471.5	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.4	96.05	1298.7	87.53	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.2	0.55	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	21.4	1.45	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	1.32	21.4	1.44	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	2.63	133.9	9.03	13705.8	4.91
<b>Total Teaching Positions</b>	37.9	100	1483.8	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.50	0	0.5
<b>Local Assignment Options</b>	0.00	0.5	0
<b>Total Out-of-Field Teachers</b>	0.50	0.5	0.5

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 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

July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance and Benchmark Adelante - adopted July 2022	0%
<b>Mathematics</b>	iReady Math Curriculum - adopted July 2023	0%
<b>Science</b>	TWIGs Science Curriculum - adopted July 2023	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	0%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	N/A

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

10/16/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			300 Girls RR: Broken soap dispenser// Faucet missing cap// Loose toilet seat CR 403: Dirty carpet// 2 stained ceiling tiles//2 missing door covers CR 404: 1 Stained ceiling tiles CR 407: 2 Stained ceiling tiles CR 408: 1 Stained ceiling tiles//carpet stained CR 506: 2 stained ceiling tiles CR 601: 2 Stained ceiling tiles// CR 603: 1 Stained ceiling tile CR 604: 1 Stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			CR 305: 1 Stained ceiling tile//carpet stained// CR 307: carpet stained// recommended floor stripping CR 401: 1 ceiling tile//carpet stained// CR 405: stained carpet//trim covering off// CR 701: CARPET needs cleaning // Hot water extraction recommended //dirt vents// CR 705: Dirty carpet stained//Dirty vents//Rack not mounted to wall CR 706: Dirty carpet stained//Dirty vents//lights Library: CARPET needs cleaning // Hot water extraction recommended//dirty vents Multipurpose: CARPET needs cleaning // Hot water extraction recommended
<b>Electrical</b>	X			Kitchen office: Missing clock//ceiling tile//
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			300 Girls RR: Broken soap dispenser// Faucet missing cap// Loose toilet seat CR 306: Water fountain not working properly CR 502: water fountain off// CR 505: loose drinking fountain cap//rack not anchored Library womens RR: 1 loose toilet seat//
<b>Safety:</b> 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, string of lights, etc CR 308: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC

## School Facility Conditions and Planned Improvements

			604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CR 402: carpet stained//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, plug-in's, diffusers, etc
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		CR 607: blinds bad//RR needs stripping//

## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	72	71	55	56	47	48
<b>Mathematics</b> (grades 3-8 and 11)	63	66	43	44	35	37

## 2024-25 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
<b>All Students</b>	483	471	97.52	2.48	70.70
<b>Female</b>	235	230	97.87	2.13	73.91
<b>Male</b>	248	241	97.18	2.82	67.63
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	17	100.00	0.00	100.00
<b>Black or African American</b>	28	28	100.00	0.00	71.43
<b>Filipino</b>	54	54	100.00	0.00	79.63
<b>Hispanic or Latino</b>	257	248	96.50	3.50	59.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	64	62	96.88	3.12	83.87

<b>White</b>	63	62	98.41	1.59	85.48
<b>English Learners</b>	67	61	91.04	8.96	27.87
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	152	147	96.71	3.29	65.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	55	94.83	5.17	27.27

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	483	476	98.55	1.45	65.55
<b>Female</b>	235	232	98.72	1.28	63.79
<b>Male</b>	248	244	98.39	1.61	67.21
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	17	100.00	0.00	88.24
<b>Black or African American</b>	28	28	100.00	0.00	67.86
<b>Filipino</b>	54	54	100.00	0.00	83.33
<b>Hispanic or Latino</b>	257	252	98.05	1.95	52.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	64	62	96.88	3.12	75.81
<b>White</b>	63	63	100.00	0.00	84.13
<b>English Learners</b>	67	66	98.51	1.49	33.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	152	150	98.68	1.32	65.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	55	94.83	5.17	27.27

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	48.8	60.32	37.34	38.45	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	126	96.92	3.08	60.32
Female	57	54	94.74	5.26	57.41
Male	73	72	98.63	1.37	62.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	75	96.15	3.85	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	93.75
White	17	17	100.00	0.00	88.24
English Learners	18	17	94.44	5.56	17.65
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	46	95.83	4.17	56.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	36.36

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	97%	97%	97%	97%	97%

## 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.

#### 2025-26 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.

#### 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	886	863	73	8.5
Female	450	435	26	6.0
Male	436	428	47	11.0
American Indian or Alaska Native	--	--	--	--
Asian	27	27	0	0.0
Black or African American	53	51	9	17.6
Filipino	97	97	3	3.1
Hispanic or Latino	475	459	46	10.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	117	115	7	6.1
White	111	109	7	6.4
English Learners	158	154	10	6.5
Foster Youth	--	--	--	--
Homeless	18	18	0	0.0
Socioeconomically Disadvantaged	316	311	37	11.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	112	17	15.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.45	0.7	0.79	1.16	1.37	1.19	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.11	0.01	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.11
Female	0.22	0.22
Male	1.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.84	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.85	0.00
White	1.80	0.00
English Learners	0.63	0.63
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.95	0.32
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

## 2025-26 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 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 members 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 approved by our Salt Creek School Site Council on October 24, 2024 and by the Board of Education at the December 17, 2025 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.

### 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	0	4	0
1	19	2	3	0
2	21	1	5	0
3	21	1	5	0
4	24	0	5	0
5	34	0	3	2
6	64	0	2	3
Other	25	0	1	0

### 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	0	4	0
1	20	3	2	0
2	20	3	2	0
3	20	4	2	0
4	25	2	3	0
5	25	0	5	0
6	25	0	5	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	3	
1	25		4	
2	23	1	4	
3	22	2	3	
4	24	1	4	
5	26	1	4	
6	26	1	4	

## 2024-25 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

## 2024-25 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	4.2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$16,736.27	\$5,462.78	\$11,273.49	\$106,558.00
<b>District</b>	N/A	N/A	\$19,121.43	\$98,452
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.7	17.2
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	4.6	10.1

## Fiscal Year 2024-25 Types of Services Funded

Salt Creek Elementary School aligns its budget with the School Plan for Student Achievement (SPSA) to ensure strategic resource allocation and support for all students. The SSC, PTG, ELAC and school staff collaborate to identify priorities that strengthen instruction and student outcomes.

Programs and services include:

- Achieve 3000
- iReady Math
- Twig Science
- Benchmark Education (Language Arts and Language Development)
- English Learner Instructional Assistant
- District Funded Counselor and Psychologist
- Student Monitoring Team
- Instructional Leadership Team

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$60,335	\$61,597
<b>Mid-Range Teacher Salary</b>	\$91,027	\$98,902
<b>Highest Teacher Salary</b>	\$121,248	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$159,612	\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$306,525	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	33.22%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.45%	5.38%

## Professional Development

Salt Creek Elementary prioritizes continuous professional development to support effective teaching and learning. Teachers engage in district-led and site-based training in areas such as literacy, mathematics, language development, and Common Core State Standards.

Professional learning is data-driven and aligned with school goals. Teachers have opportunities for collaboration, coaching, and reflection to strengthen instructional practices and promote student achievement. Focus areas include equity, restorative practices, technology integration, and student engagement.

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 and Building Reading Comprehension Through Writing

- ILT has received District training to support our initiative on Rigorous Learning for All. During the 25/26 school year, our schoolwide focus is Building Reading Comprehension Through Writing. 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. Last year, our 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 mClass/Dibbels assessments.

During the 2022-2024 school year, teachers received 3 tiered MTSS Trainings from Mr. Andy Faulconer on ways to address 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. During the 2024-2025 school year, Salt Creek implemented an SEL EdCamp in January where teachers presented diverse workshops related to SEL (Community Circles, SEL Strategies, and How to Write Progress Goals on SSTs). On December 5, 2025, Salt Creek received CVESD Behavioral Training by our Registered Behavior Technicians.

Math PD:

## Professional Development

- Teachers have received training by iReady representatives during the 2022-23 school year, 2024-2025 school year, and during the 2025-2026 school year in grade level district trainings.

### 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 Darren Newborn (Spring 2025), School Resource Officer, and administration.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	28	28