

Valle Lindo Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

Valle Lindo Elementary



Stellar Eagles

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

School Name	Valle Lindo Elementary School
Street	1515 Oleander Avenue
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 421-5151
Principal	Ashley Paez
Email Address	ashley.paez@cvesd.org
School Website	https://vallelindo.cvesd.org/
Grade Span	P-6
County-District-School (CDS) Code	37-68023-6037832

2025-26 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

2025-26 School Description and Mission Statement

Description

Valle Lindo is one of 50 schools in the the Chula Vista Elementary School District, including charters. Valle Lindo offers a preschool to sixth grade program in both an English Only and Dual Language Immersion setting. We also offer a Special Day Class Mild-Moderate setting in Transitional Kinder to sixth grade. Our community encompasses three areas: the area immediately surrounding the school, the new housing development off of Olympic Avenue, and the Vista Pacifica Community located about 3 miles from the school in the city of San Diego. Students from the new housing development and Vista Pacifica communities are transported daily by school bus. The current enrollment is approximately 390 students, not including state preschool.

A summary of our school data indicates that the student population is 77% Hispanic or Latino, 4% White, 8% Filipino, and 4% African American. 54% of our students participated in the National School Lunch Program. The English Learner population is at 27%. All of our certificated classroom teachers are fully credentialed. This constitutes 100 percent NCLB compliant teachers. All staff members are CLAD or BCLAD certified. Our Dual Language staff includes 9 BCLAD teachers. The Dual Language Program is offered from Transitional Kindergarten to Sixth grade and follows a 90:10 model. Currently, there are 9 Dual Language classrooms.

There are 3 SDC Mild-Moderate classrooms for students in Transitional Kinder-6th Grade. The school psychologist is on site 5 days per week, along with a full-time school counselor. Services for Speech and Language are offered 5 days per week. School nurse services are provided on site for 5 days each week.

Mission

The Valle Lindo School Community truly believes that it takes a community to raise a child and that children come first at the center of every decision. We extend instructional impact to parents through training in our ELAC meetings as well as our quarterly parent meetings. When we have such an inclusive culture of learning focused on children, the school becomes an extension of their community and family. Students are then motivated to understand their world and seek to succeed at progressively higher levels of learning. A focus on research-based strategies and resources are used to address the diverse needs of our students. We review student progress through quarterly monitoring using curriculum-aligned assessments in language arts, math, ELD and science. Teachers meet regularly to review student work, identify instructional support and align

2025-26 School Description and Mission Statement

resources. Students in need of intervention are identified early through the Multi-Tiered Systems of Support Team and receive necessary support. Parents are kept informed of school and individual student instructional targets and provided resources to help them support the focus.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	44
Grade 2	42
Grade 3	62
Grade 4	64
Grade 5	62
Grade 6	65
Total Enrollment	372

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Asian	0.8
Black or African American	3.8
Filipino	7.5
Hispanic or Latino	77.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.2
White	4
English Learners	33.9
Homeless	4
Socioeconomically Disadvantaged	54.8
Students with Disabilities	19.9

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	91.49	1266.5	87.95	234405.2	84
Intern Credential Holders Properly Assigned	0.9	4.21	6.8	0.48	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.8	1.59	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	33.9	2.36	11953.1	4.28
Unknown/Incomplete/NA	0.9	4.21	109.8	7.63	15831.9	5.67
Total Teaching Positions	23.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.3	87.86	1302.4	88.51	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	4.5	5.9	0.41	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18.5	1.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	33.1	2.25	11746.9	4.23
Unknown/Incomplete/NA	1.6	7.55	111.4	7.57	14303.8	5.15
Total Teaching Positions	21.9	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	86.83	1298.7	87.53	230039.4	100
Intern Credential Holders Properly Assigned	0.3	1.54	8.2	0.55	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	21.4	1.45	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.4	1.44	12112.8	4.34
Unknown/Incomplete/NA	2.4	11.59	133.9	9.03	13705.8	4.91
Total Teaching Positions	21.4	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	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

Valle Lindo follows the Chula Vista Elementary School District's curriculum cycle, aligning with the State's guidelines for adopting high-quality, updated textbooks and instructional materials. The recommendations inform the process of evaluating and adopting these materials by committees comprised of district school staff and community members.

All students at Valle Lindo have adequate Board-approved textbooks for every subject area. The curricula of reading/language arts and mathematics align with the California Common Core Standards. Textbooks and supportive instructional materials in core subjects are available in English and Spanish and maintained in good condition. To accommodate the growing enrollment needs, the district centrally warehouses an inventory of books for distribution.

The district's vision is to prepare students to succeed in the 21st century by equipping them with modern tools and infrastructure. This commitment includes investments in software applications that support formative and summative assessments, enhance literacy skills, improve mathematics understanding, and aid language development. Additionally, teachers leverage technology to streamline daily tasks such as attendance, report cards, and electronic communication.

At Valle Lindo, we are dedicated to providing students with the resources and tools they need to excel in today's ever-changing world.

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
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2022	0%
Mathematics	iReady Math Curriculum - adopted July 2023	0%
Science	TWIGs Science Curriculum - adopted July 2023	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A

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

School Facility Conditions and Planned Improvements

Classroom space at Valle Lindo is adequate to support our current enrollment, providing a comfortable and practical learning environment for all students. We serve approximately 390 students with 18 full-time classroom teachers, 4 special education teachers, and 3 Visual and Performing Arts teachers.

The Chula Vista Elementary School District ensures that routine maintenance is scheduled to keep the school safe, clean, and well-maintained. Custodial staff conducts basic cleaning operations daily and works diligently to maintain safe and welcoming school grounds.

To ensure student safety, school staff provides supervision before classes begin. After classes have started, all visitors must enter campus through the front office, sign in, and wear a visitor badge while on school grounds. This policy helps us maintain a secure campus environment.

At dismissal time, teachers escort students to the designated pickup area, where waiting parents and supervising adults can safely receive them. These procedures reflect our commitment to student safety and a smooth daily routine for families and staff.

Year and month of the most recent FIT report

11/21/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			209 Work Room: Cracked ceiling tiles// 400 Workroom: Carpet stained, Damage wall by office 500 Womens: *Rusty sanitary napkin container please repaint or change them- per Williams Inspection, Rust stains on floor, Needs overall cleaning * Floor (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) CR 207: cracked ceiling tile// CR 209: Cracked ceiling tiles// CR 507: carpet stained//formica missing on sink// Kinder 403: Carpet stains // Dirty rug // Sink cabinet missing formica edge (Work order needed) // * RR floors need deep cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			206/208/208 Workroom: Carpet dirty// 209/306 Hallway: Carpet needs cleaning// 304-306 workroom: 400 Cust/storage: 500 Boys: * deep urine smell // * LVT Flooring needs a refresh (restoration) 500 Girls: Vinyl floor very dirty, * LVT Flooring needs a refresh (restoration) CR 201: Carpet needs cleaning// CR 301: Stained carpet CR 305: stain on carpet// Main Office: Carpet dirty// Mens RR: * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey)

School Facility Conditions and Planned Improvements

			<p>and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)</p> <p>Preschool Playground: Cobwebs // Big Toy needs power washing,</p> <p>staff lounge: * Carpet needs cleaning//linoleum needs stripping//</p> <p>Womens RR: Door Mechanism cover missing// * Floor cleaning recommened (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)// loose toilet seat//</p>
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>CR 405: Formica missing on sink counter//</p> <p>Health office: Dry p-trap (sewer smell) - suggest to keep with water (dump some water to keep level up)</p> <p>Kinder 403: Carpet stains // Dirty rug // Sink cabinet missing formica edge (Work order needed) // * RR floors need deep cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)</p> <p>Mens RR: * Floor cleaning recommened (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)</p> <p>Womens RR: Door Mechanism cover missing// * Floor cleaning recommened (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)// loose toilet seat//</p>
Safety: Fire Safety, Hazardous Materials	X		<p>209/306 Electrical/Storage Rooms: Used for storage</p> <p>300 Electrical: Used for storage</p> <p>400 Electrical: used for storage</p> <p>CR 203: ceiling materials//Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1)</p> <p>2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3)</p> <p>3. Artwork and teaching materials shall be limited to walls of classrooms (no windows)</p> <p>4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings.</p> <p>5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes and decorations are flame resistant. This should be enforced in all classrooms.</p> <p>6. Remove Christmas lights.</p> <p>7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment)</p> <p>8. Any type</p>

School Facility Conditions and Planned Improvements

of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 204: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.

1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited to walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes and decorations are flame resistant. This should be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 503: Unapproved Devices Relocatable power strips shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. 1. Ensure all power strips UL approved surge protectors. 2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall.

CFC, Section 604.1.1 Kinder 401: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited to walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes and decorations are flame resistant. This should be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric

School Facility Conditions and Planned Improvements

				on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08
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 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
English Language Arts/Literacy (grades 3-8 and 11)	40	45	55	56	47	48
Mathematics (grades 3-8 and 11)	24	29	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
All Students	257	253	98.44	1.56	45.45
Female	118	117	99.15	0.85	49.57
Male	139	136	97.84	2.16	41.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	63.64
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	202	198	98.02	1.98	42.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	36.36

White	11	11	100.00	0.00	63.64
English Learners	74	72	97.30	2.70	8.33
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	30.77
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	135	98.54	1.46	39.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	14.75

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	254	98.83	1.17	28.74
Female	118	118	100.00	0.00	23.73
Male	139	136	97.84	2.16	33.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	202	199	98.51	1.49	23.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	11	11	100.00	0.00	63.64
English Learners	74	73	98.65	1.35	15.07
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	15.38
Military	0	0	0	0	0

Socioeconomically Disadvantaged	137	136	99.27	0.73	22.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	8.20

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.67	25.86	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	60	58	96.67	3.33	25.86
Female	30	30	100.00	0.00	23.33
Male	30	28	93.33	6.67	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	22	21	95.45	4.55	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	24.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	6.67

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	86%	86%	88%	86%	88%

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 person: Principal Ashley Paez
Contact Person Phone Number: (619) 421-5151

Our school community believes a strong connection exists between family involvement and successful student achievement. At Valle Lindo, we actively encourage and promote family engagement in our programs, school activities, and community events. Building strong partnerships between home and school is essential to fostering student success. Recently, we became designated as a Community School.

Valle Lindo has several ongoing family engagement committees to strengthen collaboration and engagement. These include the Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Committee (ELAC), Multi-Tiered System of Support (MTSS), School Safety Committee, and Community Schools Steering Committee. These committees provide opportunities for parents to contribute their voices, ideas, and support to enhance the school environment and student learning.

In addition to these committees, Valle Lindo regularly hosts family engagement events covering various topics. These events include workshops social-emotional learning, behavior interventions, safety, and other school-related issues, Family Science Night, Family Art Night, Dual Immersion Parent Night, and more. Families also have numerous opportunities to participate as volunteers, helping in classrooms, at school events, and during community initiatives. We encourage families and the public to stay connected with us by reaching out through the school's website at <https://vallelindo.cvesd.org/>.

Research consistently shows a strong link between family involvement and effective schools. At Valle Lindo we prioritize family engagement through events like curriculum nights and literacy activities, which provide valuable strategies to support students at home. Communication is key, and families can access updates, school events, and resources to help with Smarter Balanced Assessments on our website. Our social media platforms highlight activities and connect our community. Families are encouraged to actively participate in leadership opportunities like PTO, SSC, and ELAC, ensuring a collaborative approach to decision-making guided by CVESD's "Student-Based Decision-Making" framework.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	407	402	41	10.2
Female	192	190	16	8.4
Male	215	212	25	11.8
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	15	0	0.0
Filipino	33	31	2	6.5
Hispanic or Latino	310	307	39	12.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	0	0.0
White	16	16	0	0.0
English Learners	142	140	15	10.7
Foster Youth	--	--	--	--
Homeless	18	17	3	17.6
Socioeconomically Disadvantaged	231	229	32	14.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	91	16	17.6

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
1.12	0.71	0.98	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	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	0.98	0.00
Female	0.00	0.00
Male	1.86	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	6.06	0.00
Hispanic or Latino	0.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	1.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.30	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

At Valle Lindo, student safety and well-being are top priorities. Our comprehensive approach includes activities and programs such as bus evacuation drills, playground supervision, drug and alcohol abuse prevention education, child abuse awareness initiatives, Peace Patrol, and School Safety Patrol. These efforts help to create a secure and nurturing environment for all students.

To ensure emergency preparedness, Valle Lindo has established procedures to handle fires, earthquakes, bomb threats, or dangerous intruders. Disaster preparedness drills are conducted routinely, and our team continuously refines strategies to manage potential emergencies effectively.

Strict protocols are in place to ensure students' safety during school hours. Students are not permitted to leave the school building or grounds with anyone other than their parent, guardian, or a designated adult listed on the student's emergency card. For students leaving campus during school hours, parent-authorized adults must check them out through the Health Office. To enhance security, unfamiliar individuals are required to present valid photo identification before any student is released.

Our active Safety Committee, which includes parents and school personnel, meets regularly to address and discuss safety concerns the school community raises. Additionally, several staff members have received training in nonviolent crisis intervention to support students and manage difficult situations.

Each year, a Comprehensive School Safety Plan (CSSP) is developed and reviewed by the Safety Committee and approved by the School Site Council (SSC). The plan includes components such as school climate, discipline and behavior policies, student support programs, physical environment safety measures, and inter-agency coordination.

During the SSC meeting on October 15, 2025, draft goals, objectives, and action steps for the CSSP were presented based on data collected. Feedback was gathered, and revisions were made to finalize the plan. Notification of the meeting was shared with the entire school community via email, Finalsite messaging system, the school blog, and announcements on the school marquee.

The Safety Committee and SSC discussed and approved the finalized plan during the meeting on October 15, 2025. The CSSP was submitted for Board of Education approval and scheduled for December 17, 2025. This collaborative process ensures that the plan aligns with school safety priorities and fosters a safe and caring environment.

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	12	3	1	0
1	14	4	0	0
2	15	4	0	0
3	15	2	2	0
4	19	1	2	0
5	16	3	1	0
6	18	1	3	0
Other	0	0	0	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	14	2	1	0
1	16	2	1	0
2	14	3	1	0
3	17	2	2	0
4	13	3	2	0
5	15	3	1	0
6	14	3	1	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	11	2	1	
1	11	4		
2	14	2	1	
3	12	4	1	
4	16	2	2	
5	16	3	1	
6	16	2	2	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

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
School Site	\$20,418.33	\$8,381.18	\$12,037.15	\$103,978.00
District	N/A	N/A	\$19,121.43	\$98,452
Percent Difference - School Site and District	N/A	N/A	2.7	14.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	11.1	7.6

Fiscal Year 2024-25 Types of Services Funded

Valle Lindo aligns its budget to the School Plan for Student Achievement (SPSA) goals. This alignment ensures that resources are strategically allocated to maximize student success. All stakeholders, including the School Site Council (SSC), Parent-Teacher Organization (PTO), English Learner Advisory Committee (ELAC), and school staff, participate in the planning and decision-making process. To support instruction and foster student achievement, Valle Lindo offers a wide range of programs and services, including:

- Achieve 3000
- iReady Math
- Twig Science
- Benchmark Education Language Arts and Language Development
- English Learner Instructional Assistant
- District-Funded Counselor
- Student Monitoring Team
- Instructional Leadership Team
- District-Funded School Psychologist
- Behavioral Support Aide
- Kinder-1st Instructional Aide
- Additional Noon-Duty Supervisors

These programs and services reflect our commitment to providing all students with a supportive and enriching educational experience. Through ongoing collaboration and resource allocation, Valle Lindo prioritizes every child's academic, social, and emotional success.

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

Professional Development

At Valle Lindo, we are dedicated to ongoing professional development to ensure our staff is well-prepared to meet the needs of every student. Teachers and staff participate in district-led training opportunities focused on critical areas such as language arts, mathematics, and the implementation of Common Core State Standards. In addition, specialized teachers provide instruction in art, music, and theater, allowing classroom teachers time to collaborate, refine instructional practices, and engage in targeted professional learning.

Our professional development initiatives are data-driven and aligned with the needs of our students and staff. We focus on strategies that promote student ownership of learning, practical goal setting, and the use of feedback to support academic growth. Teachers have access to training, collaborative planning time, and in-class coaching to ensure professional learning translates into effective classroom practices.

Over the years, professional development efforts have addressed various areas, including literacy, mathematics, language development, student engagement, science, multi-tiered systems of support, and technology integration. These opportunities reflect our commitment to fostering a collaborative learning environment that supports teacher and student success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	56	53	60