



Lindo Park Elementary School

12824 Lakeshore Dr. • Lakeside, CA 92040 • (619) 390-2656 • Grades K-5

Nina Drammissi, Principal

ndrammissi@lsusd.net

<http://www.lsusd.net/Domain/611>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

[http://www.lsusd.net/site/default.aspx](http://www.lsusd.net/site/default.aspx?PageID=1)

?PageID=1

District Governing Board

Keith Hildreth

Gelia Cook

Twila Godley

Kevin Howe

Bonnie LaChappa

District Administration

Dr. David Lorden

Superintendent

Dr. Andy Johnsen

**Assistant Superintendent of
Education**

Erin Garcia

Assistant Superintendent of Business

School Description

Welcome to Lindo Park! We are passionate about teaching and learning. The mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment. Our vision is for all students to attain their maximum academic and social potential.

Lindo Park is a neighborhood school serving the Lakeside Community for more than sixty years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

We have evening activities for parents and students including Family Science Night, Bingo Night, PTA School Smarts Parent Academy, and Family Reading Night, in addition to Primary and Intermediate Science Club, Robotics, Dance-Choir and Dance Clubs. We have a dedicated Science Lab that is utilized by all classrooms to present hands-on standards-based science experiments and instruction. An expert music teacher offers weekly instruction to 5th grade students.

Lindo Park wants students to excel in global society. Our curriculum is research-based and produces tremendous results. We actively integrate 21st century skills with research-based curriculum. Teachers utilize adaptive instructional programs, expert teaching, and student progress is carefully monitored, and shared with parents.

All classrooms are equipped with internet access, iMac computers, SMART Boards, remote devices, and doc-u-cams. Teachers and students have access to Laptops, iPods, and iMacs. All K-1 grade classrooms have a 1:2 ratio of iPads Tablets for instruction. All 2nd- 5th grade classrooms have a 1:1 ratio of iPad Tablets for instruction. 4th and 5th grade students take iPads home to extend the school day. On-line instructional resources can be accessed by teachers and students twenty-four hours a day. Students regularly access digital media, books, and related materials.

Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common rules and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement for all students. Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

We specialize in:

- 21st Century Innovative Skills: Critical thinking, Communication, Collaboration, and Creativity
- Differentiated, dynamic, digital learning for all students to reach their full potential
- Targeted Intervention for all English Learners, Title I students, and at-risk students
- After School Enrichment: Spanish Club, After School Athletics, Dance-Choir, Dance Club, Robotics, Science Clubs
- Character Education programming to promote proactive, peaceful behavior
- Before and after school childcare

Nina Drammissi, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (619) 390-2656 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	101
Grade 2	95
Grade 3	91
Grade 4	106
Grade 5	91
Total Enrollment	566

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	2.8
Asian	0.5
Filipino	0.9
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.9
White	47.7
Two or More Races	5.8
Socioeconomically Disadvantaged	83.4
English Learners	18.2
Students with Disabilities	22.1
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Lindo Park Elementary School	13-14	14-15	15-16
With Full Credential	29.5	29.0	26
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lindo Park Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	99.8	0.2
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: 12/01/15	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>Reach 2002, SRA/McGraw-Hill; adopted in 2005</p> <p>High Point (EL), Hampton Brown; adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Math: McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin; adopted in 2002</p> <p>Science California 2007 (4-5), Houghton Mifflin; adopted in 2009</p> <p>Science and Technology for Children, Carolina Biological</p> <p>Full Option Science System, Delta Education; adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Lindo Park is maintained by dedicated custodial and district maintenance staff. Sites are painted and carpeted on a regular basis. All sites have recently completed modernization construction. During modernization, all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure efficient energy use. Community Safety Meetings are held with representatives from the sites and community to discuss safety issues for each of the sites.

Our School Bond allowed us the opportunity to rewire Lindo Park for robust electrical and technological improvement. We are proud of the digital opportunities that students can access at our site. This year, deferred maintenance moneys allowed us to completely redo all playground asphalt and striping. In addition, The D Wing received a new roof.

Everyone at Lindo Park takes PRIDE in our school. We are nestled across from a picturesque county park and lake. This wildlife preserve gives our students access to an authentic outdoor classroom and our school has the privilege of collaborating with county park rangers to further science literacy and an understanding of environmental science. Classrooms and digital resources display student work reflecting California Common Core State Standards and innovative projects. Student work is also displayed in the multi-purpose room, front office, hallways, surrounding fences and library. Student-created mosaics, depicting Lindo Lake's flora, fauna, and history, grace the walkway in front of the school, and an outdoor wall mural shares our love of environment.

In conjunction with the national non-profit organization, KaBOOM, community support, and local businesses built a playground on July 31, 2008. The playgrounds, library, as well as other facilities have been supported and maintained by PTA, Boys and Girls Club, Barona Band of Mission Indians, El Capitan Stadium Association, Albertson's Market, and individual community members.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	27	46	44
Math	14	32	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	53	67	49	69	71	68	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.80	8.40	29.50

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	49
Male	47
Female	51
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	35
White	60
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	46
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	91	90	98.9	42	24	21	12
	4	105	99	94.3	58	25	12	4
	5	97	96	99.0	47	21	26	5
Male	3		44	48.4	43	25	23	9
	4		59	56.2	61	19	17	2
	5		57	58.8	53	18	25	4
Female	3		46	50.5	41	24	20	15
	4		40	38.1	53	35	5	8
	5		39	40.2	38	26	28	8
Black or African American	3		1	1.1	--	--	--	--
	4		0	0.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		2	2.2	--	--	--	--
	4		2	1.9	--	--	--	--
	5		4	4.1	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Hispanic or Latino	3		31	34.1	42	32	16	10
	4		41	39.0	51	44	2	2
	5		35	36.1	37	26	31	6
Native Hawaiian or Pacific Islander	3		1	1.1	--	--	--	--
	4		2	1.9	--	--	--	--
White	3		45	49.5	36	18	31	16
	4		48	45.7	63	13	19	4
	5		48	49.5	52	17	23	6
Two or More Races	3		8	8.8	--	--	--	--
	4		6	5.7	--	--	--	--
	5		7	7.2	--	--	--	--
Socioeconomically Disadvantaged	3		63	69.2	48	24	17	11
	4		76	72.4	58	28	11	4
	5		71	73.2	45	23	25	6
English Learners	3		12	13.2	58	17	25	0
	4		20	19.0	70	25	5	0
	5		11	11.3	55	36	9	0
Students with Disabilities	3		14	15.4	79	7	7	7
	4		23	21.9	100	0	0	0
	5		32	33.0	81	16	3	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	91	90	98.9	51	31	12	6
	4	105	99	94.3	59	30	10	1
	5	97	96	99.0	57	28	10	3
Male	3		44	48.4	50	30	11	9
	4		59	56.2	56	34	8	2
	5		57	58.8	58	25	12	4
Female	3		46	50.5	52	33	13	2
	4		40	38.1	63	25	13	0
	5		39	40.2	56	33	8	3
Black or African American	3		1	1.1	--	--	--	--
	4		0	0.0	--	--	--	--
American Indian or Alaska Native	3		2	2.2	--	--	--	--
	4		2	1.9	--	--	--	--
	5		4	4.1	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Hispanic or Latino	3		31	34.1	58	32	10	0
	4		41	39.0	54	37	10	0
	5		35	36.1	60	34	3	3
Native Hawaiian or Pacific Islander	3		1	1.1	--	--	--	--
	4		2	1.9	--	--	--	--
White	3		45	49.5	47	29	16	9
	4		48	45.7	60	29	10	0
	5		48	49.5	52	25	17	4
Two or More Races	3		8	8.8	--	--	--	--
	4		6	5.7	--	--	--	--
	5		7	7.2	--	--	--	--
Socioeconomically Disadvantaged	3		63	69.2	49	37	10	5
	4		76	72.4	64	24	11	1
	5		71	73.2	56	28	10	4
English Learners	3		12	13.2	50	33	17	0
	4		20	19.0	75	20	5	0
	5		11	11.3	82	18	0	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		14	15.4	86	0	0	14
	4		23	21.9	87	13	0	0
	5		32	33.0	81	19	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We have outstanding parent and community volunteers! To become a volunteer, simply fill out the volunteer application located in the school office and let staff know the areas of volunteering which interest you. We work in unison with an amazing PTA and we believe in parent engagement, so that all families feel welcome and supported by our school-community. To join PTA, please fill out a membership envelope in the school office and include \$7 per adult membership. We provide free interactive educational activities for families. Parents are encouraged to participate in all school activities. Volunteers regularly support and participate in classroom programs. Numerous volunteers and community members are generous with their time, averaging approximately 600 hours of donated time each month! They participate in PTA, School Site Council, School Smarts Academy, an active Room Parent group, and our English Learner Advisory Committee. They chaperone on field trips, and assist teachers in the classroom. We work collaboratively with our parents to provide the best educational experience for our students.

We actively provide communication to families through our marquee, Blackboard Connect which provides bilingual phone messages, text and email communication, a well-maintained and informative web site.

We have a dedicated Parent Room on campus where parents can complete teacher projects, and supervise their toddlers in a dedicated play area, as they help duplicate and collate materials.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety first! Lindo Park's School Site Council (SSC) along with our Safety Committee annually reviews and updates our Safe School Plan. This plan was developed in consultation with law enforcement and fire departments, as part of a Readiness Emergency Management System.

The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans (updated, reviewed and discussed with faculty in October 2015), regular monthly safety drills, and clear communication protocols amongst staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and emergency disaster plans and materials located above fire extinguishers.

As a result of this plan, we have installed cameras throughout the school with a central computer monitor system that allows us to view school areas throughout the day. All non-students and visiting adults are required to follow visitor protocol that requires signing in and out of the office upon every visit. Our campus is completely enclosed by fencing and we lock our gates shortly after class begins. To ensure the safety of our students, staff, and all visitors, our teacher-trained safety patrol is on duty daily to monitor the safe flow of vehicles and students. To ensure traffic safety, motion sensor flashing lights are installed at the east end of school, where Lakeshore Drive intersects Petite Lane, reducing the average speed of cars in front of our school. Our Fire Safety Lanes have been re-marked, including updated curbing and directional signs. Speed bumps are in the parking lot we share jointly with the Boys and Girls Club. School-wide safety/disaster preparedness procedures have been developed and are practiced regularly.

At district-wide community safety meetings, our school works closely with local law enforcement to discuss and resolve issues. Even though our school is a crossroads for the community, we experience very little vandalism during evening, weekend, and vacation hours. Motion sensor lighting has been installed throughout the campus. Neighbors monitor our school site during weekends and holidays, reporting any inappropriate activity to the sheriff. To support our neighbors' vigilance, our camera system has successfully kept our campus free of graffiti and loitering. Additionally, fences secure our student population during school hours and to protect our property, when school is not in session. Lindo Park's Safety Committee and PTA have created emergency kits designed to aid students in the event of a disaster, in addition to ensuring that bottled water is available to each classroom.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.44	4.75	5.83
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2013-2014
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	50.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	18	21	18	2	2	2	4	4	3			
1	24	24	24				2	3	3			
2	25	23	24				3	3	4			
3	24	20	24		2		3	3	3			
4	27	28	25	1		1	4	3	4			
5	27	26	24	1	1	1	2	4	3	1		
Other	21		11			1	1					

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1.5
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	540

* 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.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	6%	6%

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

Types of Services Funded

At Lindo Park, we are responsive to students' needs and we utilize state and federal funding to support a rigorous, academic curriculum for all students to reach their maximum potential. We work collaboratively in professional learning communities to support students' social/emotional development and academic achievement. As stated, Lindo Park School receives funds from the state and federal government to support students who are below grade level in reading and/or mathematics and those who are learning English as their second language. In addition to core instructional time, we provide intensive support to students in small group settings.

Our core instructional time is from the beginning of school until lunch and focuses on dedicated, uninterrupted English and Mathematics instruction. During this time, we use a universal access model in which students are regrouped within grade levels to best target specific academic needs. Teachers meet weekly in professional learning communities to review student work and progress towards California Common Core State Standards. We use state-adopted instructional materials including a rigorous, research-based reading program from Scholastic called READ 180, System 44, and iRead for students needing literacy intervention and prevention. Our mathematics program is Everyday Math, McGraw-Hill.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,960	117	4,843	68,377
District	◆	◆	6,486	\$67,835
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			-25.3	0.8
Percent Difference: School Site/ State			-9.4	-1.0

* Cells with ◆ do not require data.