



Lindo Park Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Lakeside Union School District

12335 Woodside Ave.
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<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz
Gelia Cook
Holly Ferrante
Bonnie LaChappa
Rhonda Taylor

District Administration

Dr. Andy Johnsen (Interim)

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, Spanish Club, After School Athletics, Dance-Choir and Dance Clubs. All school enrichment programs are funded by our school site so that all children can enjoy after school learning opportunities. 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 our global society. Our curriculum is research-based and 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. K-5 Teachers and students have access to iPads Laptops, and iMacs. K-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Fourth and fifth grade students take iPads home to enrich and 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. In addition to classrooms, as a part of our STEM Program, we feature a MakerSpace for Engineering Design and a Science Laboratory.

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 and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

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:

Science, Technology, Engineering, Arts, and Mathematics

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 includes: Spanish Club, After-School Athletics, Dance-Choir, Dance Club, and Science Clubs

Character Education programming to promote proactive, peaceful behavior

Before and after school childcare

MISSION

We will work collaboratively to ensure students become productive, responsible citizens. Students will engage in dynamic, rigorous, relevant curriculum. Students will develop abilities, which enable them to contribute to society. Students will achieve their goals in a safe, nurturing, and respectful school environment.

VISION

All students will attain their maximum academic and social potential.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2016-17 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	72
Grade 2	84
Grade 3	90
Grade 4	95
Grade 5	92
Total Enrollment	503

2016-17 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	3.8
Asian	0.4
Filipino	0.6
Hispanic or Latino	44.1
Native Hawaiian or Pacific Islander	0.8
White	41.7
Two or More Races	5.6
Socioeconomically Disadvantaged	84.9
English Learners	14.7
Students with Disabilities	21.9
Foster Youth	1.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lindo Park Elementary School	15-16	16-17	17-18
With Full Credential	26	24	26
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union School District	15-16	16-17	17-18
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	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 11/01/17	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>High Point (EL), Hampton Brown; adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Mathematics, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>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</p>

Textbooks and Instructional Materials	
Year and month in which data were collected: 11/01/17	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. In 2015-2016, deferred maintenance funding 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.

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, 2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	34	41	52	52	48	48
Math	25	30	37	38	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	98	96	98.0	46.9
Male	61	59	96.7	52.5
Female	37	37	100.0	37.8
Hispanic or Latino	44	43	97.7	39.5
White	49	48	98.0	50.0
Socioeconomically Disadvantaged	79	78	98.7	50.0
English Learners	19	19	100.0	26.3
Students with Disabilities	19	19	100.0	52.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	49	47	68	67	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	22	13.2

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	266	260	97.74	41.15
Male	124	123	99.19	47.15
Female	142	137	96.48	35.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	122	120	98.36	35.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	108	97.3	50
Two or More Races	15	14	93.33	57.14
Socioeconomically Disadvantaged	232	227	97.84	39.21
English Learners	61	58	95.08	29.31
Students with Disabilities	65	63	96.92	14.29
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	262	98.13	29.77
Male	124	123	99.19	37.4
Female	143	139	97.2	23.02
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	121	98.37	23.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	109	98.2	39.45
Two or More Races	15	14	93.33	28.57
Socioeconomically Disadvantaged	233	229	98.28	28.38
English Learners	62	60	96.77	25
Students with Disabilities	65	63	96.92	12.7
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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, in addition to 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 State priority: School Climate (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), regular monthly safety drills, and clear communication protocols between 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 and fire protection to proactively ensure safety. 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	2014-15	2015-16	2016-17
Suspensions Rate	5.84	3.8	0.84
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.69	1.33	1.28
Expulsions Rate	0	0	0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	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.

2017-18 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	28.6	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	.80
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	18	24	25	2			3	3	3			
1	24	24	24				3	3	3			
2	24	24	25				4	3	4			
3	24	24	21			1	3	4	4			
4	25	28	28	1			4	3	3			
5	24	29	25	1		1	3	3	3			
Other	11	14	10	1	3	1		1				

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

Professional Development provided for Teachers

Professional development was planned after analysis of testing data and the advent of California Common Core State Standards in English Language Arts, Mathematics, Next Generation Science Standards, English Language Development, and integrated technology. Lindo Park teachers have worked intensely on primary and intermediate literacy with national literacy experts and research-based programming. Additionally, teachers focus on conceptual mathematics training with Math Transformations Coaches and a District Curriculum Coordinator. Furthermore, many Lindo Park teachers invest one week per summer and six days per year in Next Generation Science Standards training. Teachers are supported in their implementation by teacher leaders and experts who coach them in their instructional techniques.

Across the District:

SCIENCE -

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators to implementation. Focus areas include 1) Building leadership capacity, 2) Planning instruction aligned to the Next Generation Science Standards, 3) Collaborative planning tools for instruction, and 4) Addressing supplemental Instructional Materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, partnership with the California Next Generation Science Standards Early Implementation Initiative, and the California Math Science Partnership Grant: IDEAS 2.0 designed to integrate the Common Core Math Practices, NGSS Science and Engineering Practices, and Technology.

Professional Learning is delivered to a cohort of NGSS Early Implementation Initiative and IDEAS 2.0 Teacher Leaders via: 1) At least one, and sometimes two, annual 40-hour intensive summer institutes addressing pedagogy and content needs, 2) Two 2-day collaborative lesson study cycles in grade-level teams, and 3) Numerous grade level planning meetings either after school or during a release day.

Teachers not in the above cohort (rest of district) receive professional learning comprised of differentiated sessions delivered by peer NGSS and IDEAS 2.0 Teacher Leaders, both during two district-wide Professional Learning Community (PLC) days, and a district-wide full day Professional Learning Day. All sites have the opportunity to attend supporting conferences as needed.

Next Generation Science Standards Teacher Leaders are supported via Facilitator/coaches during lesson study as they plan, teach, and analyze student work; IHE and other content experts during the summer institute and beyond; and two program Project Directors during designated planning days.

Teachers not in the cohort, are supported via informed site administrators, the NGSS and IDEAS 2.0 Teacher Leaders during designated PLC time, as well as the two program Project Directors, as requested.

MATH -

LUSD focused on mathematics as a professional development goal for 2015-2018 school years for two reasons: 1) In response to low performance scores on the CAASPP, and 2) To support teachers in transitioning to the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group classroom coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals are invited to all teacher professional learning activities and there are additional workshops for principals.

ENGLISH LANGUAGE DEVELOPMENT (ELD)-

In 17-18 all teachers are attending multi-day ELD trainings to address needs of English Language Learners to ensure that they develop English fluency and continue to keep their native language.

Positive Behavior Intervention Support (PBIS)-

PBIS was selected due to feedback from teachers and school teams regarding the need for a multi-tiered system of behavioral supports to ensure that students are ready to learn.

PBIS PD was offered in a variety of ways. Sites identified leadership teams who were trained over four days in the Spring and Summer of 2016 by Dr. Jeffrey Sprague. All teachers were introduced to PBIS by Dr. Sprague in a keynote address at the beginning of the 16-17 school year and then site PBIS Leadership teams trained at their sites for 3-4 hours. In the 17-18 school year, teachers had opportunities to be trained in Tier 2 interventions by site experts, including school counselors. Site leadership teams meet monthly to review procedures, analyze data, and determine next steps. Ongoing coaching for site leadership teams and counselors is being provided by the Executive Director of Pupil Services and the Director of Student Support.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,399	\$47,034
Mid-Range Teacher Salary	\$70,528	\$73,126
Highest Teacher Salary	\$105,680	\$91,838
Average Principal Salary (ES)	\$113,549	\$116,119
Average Principal Salary (MS)	\$101,550	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$203,490	\$178,388
Percent of District Budget		
Teacher Salaries	39%	37%
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 regularly 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 Houghton-Mifflin Harcourt, called READ 180, System 44, and iRead for students needing literacy intervention and prevention. In addition, we utilize an award-winning reading comprehension program focused on non-fiction text called Achieve3000. Our mathematics program is Everyday Math, from McGraw-Hill Publishers.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	596	123	473	83005
District	♦	♦	7298	\$71,768
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-93.5	12.8
Percent Difference: School Site/ State			-91.7	15.9

* Cells with ♦ do not require data.