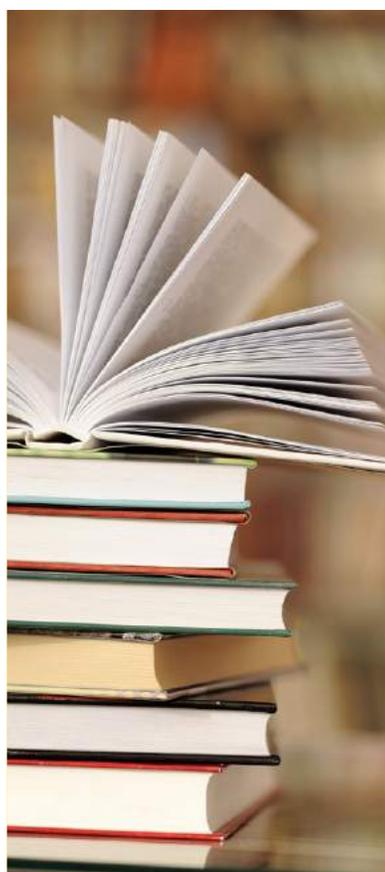


# SARC

2017-18 School Accountability  
Report Card  
Published in 2018-19



## Linda Vista Elementary School

Grades K-5  
CDS Code 30-66647-6095160

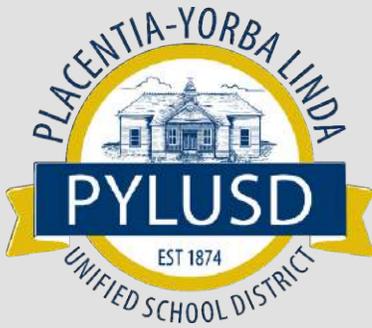
Kristen Petrovacki  
Principal  
kpetrovacki@pylUSD.org

5600 South Ohio Street  
Yorba Linda, CA 92886  
(714) 986-7200

[www.lindavistaelementary.org](http://www.lindavistaelementary.org)

# Placentia-Yorba Linda Unified School District

1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ (714) 986-7000 ▪ [www.pylUSD.org](http://www.pylUSD.org)



*PYLUSD: Where ...  
Collaboration  
Communication  
Critical Thinking  
Creativity  
Digital Citizenship  
Discovery  
Excellence  
Innovation  
Teamwork  
The Future  
Happens!*



## Governing Board

Carrie Buck, President  
Eric Padget, Vice President  
Judi Carmona, Clerk  
Karin Freeman, Trustee  
Carol Downey, Trustee



## Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2018-19 school year in the Placentia-Yorba Linda Unified School District. Before our first day of classes on August 28, I would like to take a moment to share a few of our district's ongoing safety and wellness initiatives that are squarely focused on our students, staff members, families and facilities.

Just before the end of last school year, I shared a letter with our school community regarding the implementation of an electronic visitor management system at all PYLUSD school sites. The goal was for that system to be in place as we start this new school year. Throughout the district, we will refer to this new system as SAM, which stands for School Access Management. I am pleased to report that the system has been installed at each school site. SAM will enhance school security by reading the driver's license, or other approved form of identification, of each visitor while automatically comparing it to California Megan's Law and similar databases nationwide. The new system also has the ability to compare each visitor's identification information against any safety-related family court orders that a school site may need to support.

The office management system will generate and print a temporary ID badge that includes the photo and name of the visitor, the date and time, and the destination on campus. SAM is designed to permanently replace paper sign-in procedures, and will serve as one of many great supports in helping protect our campuses and, most importantly, our students and staff. If you have any specific questions, your school site administrative team will be sure to help. To learn more about SAM, please visit [www.pylusd.org/SAM/](http://www.pylusd.org/SAM/).

To continue our focus on safety, this summer the district installed security cameras and equipment at our four comprehensive high schools and one continuation high school in various public areas. This includes areas such as building entrances, parking lots, hallways, front offices and more. Please note, the security cameras will be utilized in public areas where there is "no reasonable expectation of privacy." The cameras were not installed in private areas such as classrooms, restrooms, locker rooms, changing areas, or private offices, and may not be monitored at all times. In addition, new fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities.

The wellness of our student athletes has also been a point of emphasis this summer. Starting with our fall season of sport, we will now provide all high school student athletes pre- and post-concussion testing at no cost to our families. ImPACT Applications provide the test, which is an evidence-based tool that will help in the concussion management and wellness of our students. Thousands of K-12 schools, universities and colleges use the tool. In PYLUSD, participating students will be administered a computer-based, pre-concussion test designed to assess visual and verbal memory, reaction time and processing speed. The goal of the concussion testing is to provide the medical providers of our families with additional objective data to assist in the treatment planning of students as they return to the classroom and their sport.

Lastly, summer break also afforded essential time to focus on the important work surrounding student wellness and mental health. Our Wellness Team, under the direction of Deputy Superintendent Candy Plahy, identified and analyzed gaps in the well-established student wellness and mental health services provided by the district. As a result, recommendations were made to increase supports at all of our schools with the hiring of a Board Certified Behavior Analyst (BCBA), as well as Registered Behavior Technicians (RBT), Wellness Specialists, and additional Intern Psychologists. These individuals will now provide counseling, guidance, and behavioral support to students both in and out of the classroom.

Phew! As you can tell, a great deal of meaningful work took place over summer break in order to enhance, develop, and implement the safety and wellness initiatives in support of our students. These efforts truly embody the district's four Core Values of Excellence, Collaboration, Integrity, and Innovation. I want to sincerely thank you for your support as we work to always be the very best for our students, staff members, families and community. Happy new school year, PYLUSD ... It is sure to be our best year yet!

Warm Regards,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

[gplutko@plyusd.org](mailto:gplutko@plyusd.org)

## District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

## District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

## Principal's Message

Greetings Linda Vista Parents and Guardians,

On behalf of the entire Linda Vista staff, I am excited to officially welcome all of you to the 2018-19 school year! We are thrilled to embark upon a new year of learning and growing.

For our new families, I want you to know that Linda Vista is absolutely a wonderful place to be. Our teachers and staff love what they do, and it shows. I feel blessed to have the opportunity to work alongside such a caring, hardworking, passionate group of professionals. Every staff member is committed to providing a well-rounded learning experience that empowers students to achieve their personal best.

Personally, I am elated and grateful to continue with you as your principal. Over the past several years, I have enjoyed getting to know you and your children as I have learned just what makes Linda Vista so special. I look forward to building those relationships as we grow together.

Lastly, I would like to extend a yearlong invitation to our families to join us at school activities whenever possible. Our incredible Parent Teacher Association (PTA) has planned lots of exciting events and activities that the benefit the entire school community. We value your involvement, as this active participation is key to the success of your young Lion during their elementary years. We look forward to partnering with you in the process throughout this journey. Go Lions!

Sincerely,

Kristen Petrovacki

Principal

## School Mission Statement

We, the Linda Vista family, strive to create a safe and nurturing environment that promotes kind words and actions, high academic expectations, and personal growth.

## Placentia-Yorba Linda Unified School District Core Values

### What We Stand For and Represent

#### Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

#### Collaboration

We work together with all members of our school community to ensure student success.

#### Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

#### Innovation

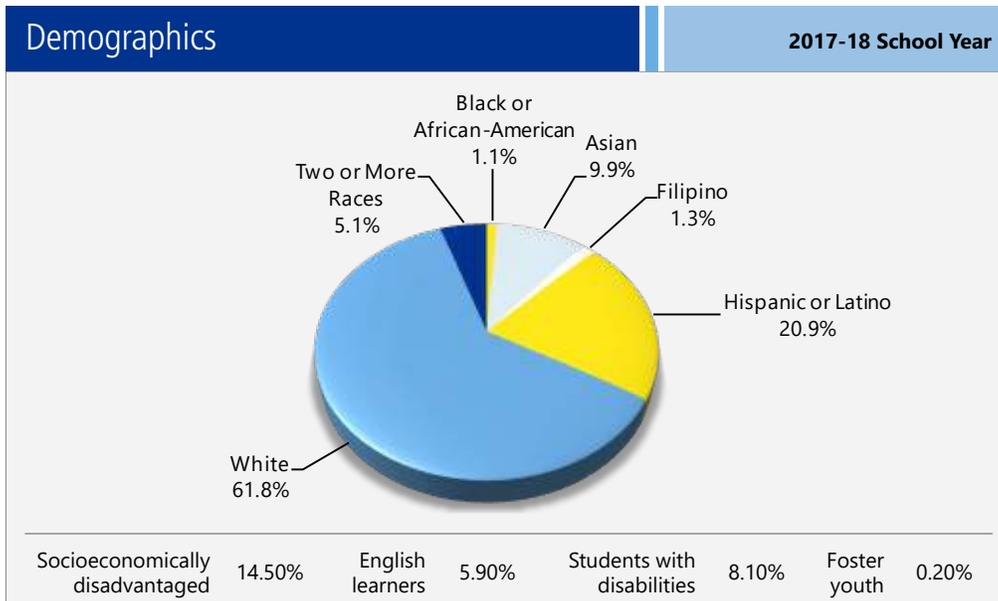
We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

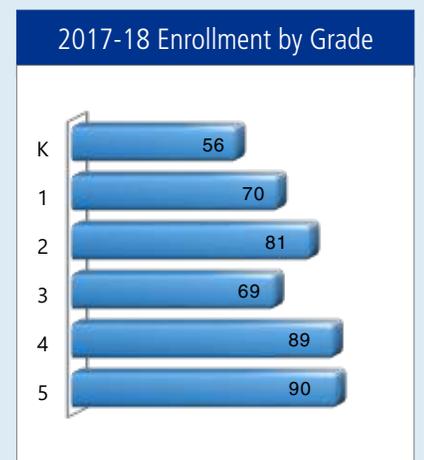
## Enrollment by Student Group

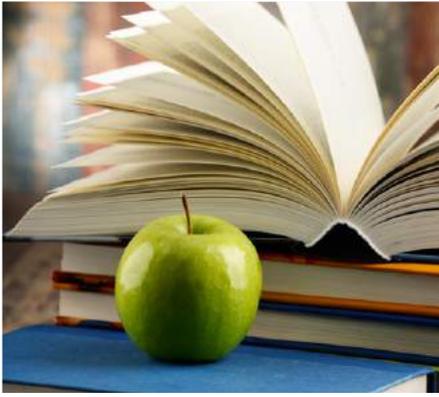
The total enrollment at the school was 455 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.





*Go Lions!  
The power of PAWS!  
Practice kindness  
Always do our best  
Work together  
Show respect*



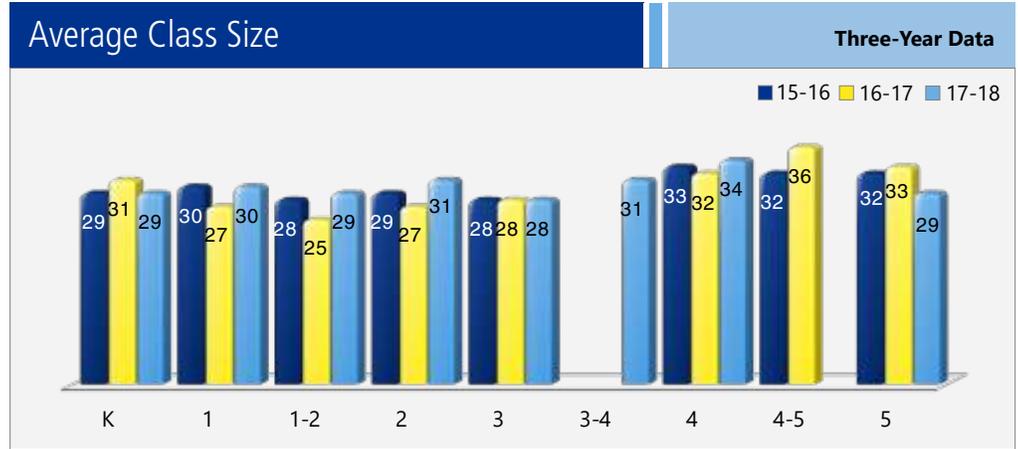
### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Linda Vista ES			
	15-16	16-17	17-18
Suspension rates	0.9%	0.4%	0.4%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	2.6%	2.8%
Expulsion rates	0.0%	0.1%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

### Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



		Three-Year Data								
		2015-16			2016-17			2017-18		
Grade	Number of Students									
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	
K		2		2			2			
1		2		2			2			
1-2		1		1			1			
2		2		2			2			
3		3		3			2			
3-4							1			
4		2		2					2	
4-5		1				1				
5		2		2			3			

### School Safety

Our school plan is reviewed annually. Our safety committee meets regularly to address any safety issues that come up throughout the year. All doors and gates are locked by 7:50 a.m. to provide a safe, closed campus. Monthly drills train students in emergency procedures for fire, earthquake and lockdown disasters. The school has storage containers of food, first-aid supplies, search-and-rescue supplies, and blankets. Each classroom also has an emergency backpack and emergency supplies. All visitors check in at the office and are issued a visitor or volunteer photo badge to identify them to staff and students. The staff and students at Linda Vista continue to maintain high safety standards. Teachers, the administrator and the noon supervisors are assigned supervision duties throughout the campus to provide a safe and secure environment for all students, and facilities are constantly monitored and improved.

In the classroom, students learn positive behavior expectations, school procedures and health units. Teachers have training in bullying prevention, peer-pressure prevention techniques and disaster preparedness. This information is shared with parents in our parent handbook, at back-to-school night, and at various parent nights and PTA meetings throughout the year. At the beginning of each school year, students attend assemblies to be reminded of behavioral expectations. The school safety plan was last reviewed, updated and discussed in January 2019.

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Linda Vista ES		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Linda Vista ES		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	77%	78%	67%	68%	48%	50%
Mathematics	75%	78%	59%	59%	37%	38%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Linda Vista ES
		Grade 5
Four of six standards		21.80%
Five of six standards		25.30%
Six of six standards		29.90%

◇ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	240	237	98.75%	77.64%
Male	121	120	99.17%	71.67%
Female	119	117	98.32%	83.76%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	20	100.00%	85.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	54	53	98.15%	71.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	145	143	98.62%	79.72%
Two or more races	16	16	100.00%	75.00%
Socioeconomically disadvantaged	35	34	97.14%	55.88%
English learners	19	19	100.00%	57.89%
Students with disabilities	27	24	88.89%	29.17%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	240	237	98.75%	78.48%
Male	121	120	99.17%	79.17%
Female	119	117	98.32%	77.78%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	20	100.00%	90.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	54	53	98.15%	71.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	145	143	98.62%	80.42%
Two or more races	16	16	100.00%	75.00%
Socioeconomically disadvantaged	35	34	97.14%	64.71%
English learners	19	19	100.00%	63.16%
Students with disabilities	27	24	88.89%	50.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2018. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks will be available for preview in the spring of 2018, for a possible pilot during the 2019-20 school year. The District Curriculum Council may then recommended textbooks for adoption in the spring of 2020, and implementation in 2020-21.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	<i>The Language of Literature</i> , McDougal Littell (6)	2010
English language arts	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6)	2017
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics</i> , Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2018-19 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2018-19 School Year

Data collection date	9/11/2018
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## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## School Description

Linda Vista opened in September 1975 in the rural-suburban area of Yorba Linda. Linda Vista Elementary has received National Blue Ribbon School, Distinguished School and Gold Ribbon School honors.

Approximately 450 students attend grades K-5 and 18 students in our preschool special day classes. There are 15 regular education classrooms. Students are provided a comprehensive curriculum, which includes reading, language arts, mathematics, history/social science, English language development (ELD), science, visual and performing arts, physical education, and health.

The school is equipped with a state-of-the-art Dell computer lab, Chromebooks for each grade level and a warm inviting library. Linda Vista has 56 staff members, including 15 regular education teachers and two preschool special day class teachers. Other staff members include a principal, two ELD/Response to Intervention (RTI) teachers, a part-time psychologist, a speech therapist, a part-time (80 percent) resource specialist teacher, a library media clerk, a computer aide, a school secretary, a part-time clerk, nine special education aides, four noon supervisors, two custodians, a lunch clerk, and a part-time health clerk. Two days a week, we are fortunate to have four physical education instructors with four aides that meet the needs of all students in grades 1-5. Fourth and fifth-grade students also have instrumental music (optional) two days a week with three music teachers. Before and after-school child care is available on-site as well as a district preschool program.

Every classroom is equipped with a Promethean board (interactive whiteboard), which enables anything that can be seen or done on a computer screen to be projected onto a whiteboard. Every classroom is also equipped with student response pads, distributed sound systems, microphones, document cameras, writing tablets and LCD projectors. This integrated technology system actively engages students in learning and has dramatically changed teaching and learning forever.

Centrally located, our library is an integral part of the school with more than 12,000 books available for checkout. Students are assessed for reading fluency and comprehension and are given intervention through Benchmark Curriculum. In addition, students increase reading fluency and comprehension through the Ticket to Read component of Voyager Passport. Additionally, our PTA has purchased Reading and Math IXL accounts for all students. This allows students to work toward standards mastery both at school and at home.



## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	5/3/2018	
<b>Date of the most recent completion of the inspection form</b>	5/3/2018	

## Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

## School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Linda Vista was constructed and opened in September 1975. It was completely modernized in 2002. Linda Vista consists of 17 classrooms inside the school building. We have one computer lab of 40 computers, an extensive library with more than 12,000 books, a health office, speech office, resource specialist program (RSP) room, psychologist's office, and a newly added RTI (Response to Intervention) room. We have three portables, two of which are used for child care, and one is used for fifth-grade music. Our school is beautifully laid out with a huge field and two large playground areas; one for first- through third-grade students and the other one for our fourth- and fifth-grade students. We also have a preschool on our campus, which is held in three extra-large portables. Our two custodians, one day and one evening, both do a great job ensuring the campus is clean and in good repair. If there are any repairs needed that cannot be done by either one of these gentlemen, work orders are placed for our maintenance department to come and fix.

## Professional Development

**2016-17:** All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

**2017-18:** PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

**2018-19:** PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, Universal Design for Learning (UDL), WICOR (AVID Strategies) and technology. Districtwide training on initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and Positive Behavioral Interventions and Supports (PBIS) are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on Professional Learning Communities (PLCs) and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.



## Types of Services Funded

The school district receives funds from the state that pay for staff salaries; school operations; facilities improvements; services for the school; and districtwide programs such as music, health, physical education and more. Each school also receives a "school unit budget" and a School and Library Improvement Plan (SLIP) budget. The SLIP provides funding that supports English language arts and math. Site staff determines expenditures that are approved by the School Site Council, which consists of teachers, parents and the principal. Part of the SLIP funds are used for our Response to Intervention (RTI) program in the area of language arts. This program is a research-based program that helps students who are below grade level in language arts. In reading, it increases fluency and comprehension. Our wonderful PTA also raises money for our field trips, assemblies and much more.



## Professional Development Days

### Three-Year Data

	2016-17	2017-18	2018-19
<b>Linda Vista ES</b>	0.5 days	0.5 days	0.5 days



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
<b>Support Staff</b>	
	<b>FTE</b>
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.75
Library media services staff (paraprofessional)	0.75
Psychologist	0.80
Social worker	0.00
Nurse	0.75
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.80

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	PYUSD	Linda Vista ES		
Teachers	18-19	16-17	17-18	18-19
<b>With a full credential</b>	1,060	21	21	18
<b>Without a full credential</b>	5	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Linda Vista ES		
Teachers	16-17	17-18	18-19
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Parental Involvement

There are several ways for parents to be involved with their children at Linda Vista. The parents at Linda Vista are extremely supportive and generous with their time. Attendance at back-to-school night and open house is outstanding. Parent involvement opportunities include: academic room parents who volunteer to enhance learning opportunities in the classroom; art docents who present prepared art lessons in class; volunteers who publish a monthly newsletter to keep the community abreast of school information; a science fair chairperson who organizes the display and judging of student projects; carnival volunteers who help with planning, setting up, running booths, baking and prize redemption; volunteers who organize the variety show for students; and library helpers who shelve, catalog, read to students and help with checkout. Parents are also encouraged take part in the school decision-making process through School Site Council (SSC), Health and Safety Committee, and English Learner Advisory Committee (ELAC). These, along with the many opportunities that PTA offers, represent ways for our parents to become involved.

For more information on how to become involved at the school, please contact the PTA president, Ladonna Gundling, at [Lgundling@icloud.com](mailto:Lgundling@icloud.com).

## Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	PYLUUSD	Similar Sized District
<b>Beginning teacher salary</b>	\$44,188	\$47,903
<b>Midrange teacher salary</b>	\$81,921	\$74,481
<b>Highest teacher salary</b>	\$102,774	\$98,269
<b>Average elementary school principal salary</b>	\$115,316	\$123,495
<b>Average middle school principal salary</b>	\$117,673	\$129,482
<b>Average high school principal salary</b>	\$134,603	\$142,414
<b>Superintendent salary</b>	\$297,000	\$271,429
<b>Teacher salaries: percentage of budget</b>	37%	35%
<b>Administrative salaries: percentage of budget</b>	5%	5%

## Financial Data Comparison

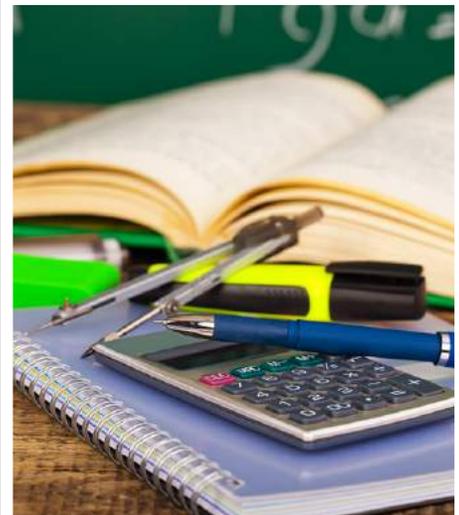
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Linda Vista ES</b>	\$5,326	\$87,338
<b>PYLUUSD</b>	\$7,712	\$83,938
<b>California</b>	\$7,125	\$80,764
<b>School and district: percentage difference</b>	-30.9%	+4.1%
<b>School and California: percentage difference</b>	-25.3%	+8.1%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$6,410
<b>Expenditures per pupil from restricted sources</b>	\$1,084
<b>Expenditures per pupil from unrestricted sources</b>	\$5,326
<b>Annual average teacher salary</b>	\$87,338



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

