

Lyndale Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lyndale Elementary School
Street	13901 Nordyke Drive
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-7900
Principal	Kasturi Basu
Email Address	kasturi.basu@arUSD.org
Website	www.arUSD.org/Domain/190
County-District-School (CDS) Code	43-69369-6046221

Entity	Contact Information
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
Website	www.arUSD.org

School Description and Mission Statement (School Year 2019-20)

Our mission is to inspire and prepare our students to achieve their fullest potential, through a blended curriculum, integrating art, technology and academics. We believe all students can learn, and are capable of being creative and innovative for success in college and careers. We strive to develop our students into confident and caring citizens, with strong ethical values. We aim to foster a sense of inclusiveness and community among our students, staff and parents.

Lyndale Elementary School is the hidden gem of the Alum Rock Union Elementary School District. It is a beautiful and spacious campus where we offer our students an educational program that teaches Common Core standards. We pride ourselves on a strong academic program that includes music, art, and theatre. Teachers, parents, and students work together to create a rigorous and engaging learning environment. Our focus is on all children being redesignated on CELDT by the time they reach fifth grade. We incorporate backwards planning and language supports so our students will score at or above grade level on all assessments and show yearly improvement on the Smarter Balance Assessment.

We have a positive school climate by believing in a Growth Mindset, incorporating PBIS, and the Lions Laws to Live By. We believe in "Living Responsibly, Kindly, and Safely." At Lyndale, we BELIEVE in each other and our ability to come to school each day and achieve excellence. We INSPIRE each other to learn and to grow as scholars and future leaders. We RESPECT each other, our school, our world, and ourselves. We CREATE a school that is peaceful, welcoming, and gives all of us a chance to make the world a better place. We are dedicated in helping all our children succeed.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	66
Grade 1	53
Grade 2	52
Grade 3	47
Grade 4	53
Grade 5	63
Total Enrollment	334

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	8.7
Filipino	4.8
Hispanic or Latino	83.8
White	1.5
Two or More Races	0.6
Socioeconomically Disadvantaged	85.9
English Learners	52.7
Students with Disabilities	9.3
Homeless	0.3

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	20	18	433
Without Full Credential	1	0	1	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 2019-20)

Year and month in which data were collected: August 2019

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools

- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019-Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lyndale School was built in 1960. School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use. During the 2017-18 school year the fiber was refreshed in the kinder playground and the large playground. New tables and benches were installed in the kinder area.

Lyndale is a clean and welcoming campus. Litter is picked up immediately and children take pride in keeping restrooms clean.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm: E-Wing Counselor Room-Water Fountain Out of Order. Rm: C4-Drinking Fountain Out of Order. Rm: K2-Toilet Out of Order.
Safety: Fire Safety, Hazardous Materials	Good	Rm: Custodian Room-Fire Extinguisher.
Structural: Structural Damage, Roofs	Good	.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	49	41	40	50	50
Mathematics (grades 3-8 and 11)	35	37	33	33	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	159	98.15	1.85	49.06
Male	83	81	97.59	2.41	50.62
Female	79	78	98.73	1.27	47.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	16	15	93.75	6.25	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	137	136	99.27	0.73	47.06
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	149	98.68	1.32	47.65
English Learners	118	116	98.31	1.69	39.66
Students with Disabilities	12	11	91.67	8.33	27.27
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	160	98.77	1.23	36.88
Male	83	82	98.80	1.20	41.46
Female	79	78	98.73	1.27	32.05

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	16	16	100.00	0.00	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	137	136	99.27	0.73	30.88
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	150	99.34	0.66	34.67
English Learners	118	117	99.15	0.85	29.06
Students with Disabilities	12	11	91.67	8.33	27.27
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.4	3.4	6.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

At Lyndale we provide many opportunities for parents to participate and be an integral part of our school community. We regularly provide information on school and school district policies and procedures. We survey families to determine needs, interests, and ideas around parenting and how to include and involve our parents and families. Parents are cordially invited during Back-to-School Nights, Open Houses, Autumn Festivals, Math/Science Nights, Literacy Nights, Walkathons and other fun-raising events. During our Open House towards the end of the academic year, we host Art Shows and performances by our Mariachi band and choirs. At Lyndale, we have a long standing tradition of parents coming to school for lunch with their students. On rainy days, tables are set aside for parents in the cafeteria. Parents are involved in School Site Council, ELAC, and Parent Coffees. We also have parent Coffee for our parents with students in our three preschool classes and one TK/Kinder class for children with autism. Lyndale parents actively support school wide activities and chaperone field trips. We have several parents attending DELAC and DAC meetings at the district. We also encourage parents to participate in Parent Universities. A newsletter in English and Spanish is sent home one to two times a month and we have frequent updates via parent link. Lyndale is part of the Visual and Performing Arts (VAPA) cluster and we are part of two art showcases a year. We take pride in having an office that is always welcoming and open to parents. Our community liaison works diligently to involve parents in school activities and in district activities.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	2.8	3.8	2.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Lyndale School is diligent in maintaining a safe environment for students, families, and staff. To maintain safety during the school day, all perimeter gates are locked during class times and visitors are required to check-in at the Lyndale School office. School staff monitors the school grounds throughout the school day. The school grounds and playground are well-supervised by staff before, during, and after school. To ensure playground safety at noontime, the district provides additional yard duty supervisors. The school custodians, students, teachers, and principal keep the school's campus free of litter and debris. Every day, the cafeteria tables and floors are scrubbed, and the classrooms and restrooms clean and ready for student use.

Lyndale Elementary School has a very detailed, comprehensive School Safety Plan that is revised and updated for each school year. The Safety Plan outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is reviewed annually by the Lyndale School Site Council before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills (earthquake, fire, safety) are calendared and completed, and the results are shared with the staff. The plan provides for training in health and safety, emergency procedures, Code Red/Lock Down Training, first aid and communication, dealing with blood-borne pathogens, and child abuse and neglect. Lyndale School continues to use the established procedures to evaluate and educate the school's staff and students in their ability to respond efficiently and effectively to emergencies and/or disasters.

The Lyndale Safety Plan contains comprehensive protocols for safety/emergency drills, anti-bullying policy, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	2		18	3	2		17	2	2	
1	22		2		23		2		19	1	1	
2	25		2		24		2		22		3	
3	24		3		24		3		24		2	
4	32		2		33			2	27		2	
5	29		3		25		3		32		2	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,211.77	3,644.67	10,567.10	93,751.67
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	160.8	7.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	33.9	12.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Lyndale Elementary School provides the following categorically funded services to enable under-performing students to meet standards:

- The San Jose City After-School Program and Think Together provides homework support, structured activities and after-school care
- Think Together provides structured game time, build leadership with fourth and fifth graders, encourage responsibility, and peer cooperation through physical activity
- There is training for teachers in differentiated instructional practices in the areas of reading and math and is offered in order to meet specific needs of students performing below proficiency levels
- We provide staff training and updating of technology which supports teachers in raising the level of achievement of our students scoring below proficiency levels
- School subscriptions to online educational resource programs such as Accelerated Reader, National Geographic, Splash Math.
- Analysis of data by our teachers, during grade level collaboration to monitor the progress of our at-risk students and our English learners in order to recommend changes in teaching strategies in cases where students fall behind.
- Parent workshops relating to parenting, student academic success, English language classes, and student and family health class.
- Substitute teachers, allowing classroom teachers to attend trainings, meet collaboratively, and observe model lessons
- Student field trips and assemblies

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$45,741
Mid-Range Teacher Salary	\$89,476	\$81,840
Highest Teacher Salary	\$106,470	\$102,065
Average Principal Salary (Elementary)	\$119,374	\$129,221
Average Principal Salary (Middle)	\$131,610	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Lyndale's primary areas of focus for staff development for 2019/2020 is on Positive School Culture and Math. We want to implement PBIS school wide, and want 50% of our students to be at or above grade level on iReady Math(diagnostics) at the end of the year. We want our third, fourth, and fifth graders to gain 10% on the SBAC. We want to re-designate our EL students before the end of fourth grade.

Teachers are supported through grade level collaborations and district meetings. We have several staff professional developments on PBIS, math and science presented during faculty meetings through out the year. We have scheduled release days for all our teachers to provide extra planning time and reflect on test scores. The staff development plan is coordinated by the district Curriculum and Instruction Department in accordance with district and site priorities. Staff development days at the beginning of the school year are used to inform teachers about biases, inclusion, the math shifts and instructional focus, and sharing of best practices.

Teachers throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training and countywide conferences, teachers are encouraged to attend in-services that promote best practice strategies in positive discipline, literacy and mathematics. Several trainings were offered to teachers during the summer through the district.