



Lyndale Elementary School

School Accountability Report Card, 2012–2013

Alum Rock Union Elementary School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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SCHOOL WISE PRESS

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2012–2013 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://pub.schoolwisepress.com/sarc/links_2013_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

13901 Nordyke Dr.
San Jose, CA 95127
Principal: Gretchen Dietrich-Wynne
Phone: (408) 928-7900

How to Contact Our District

2930 Gay Ave.
San Jose, CA 95127
Phone: (408) 928-6800
<http://www.arusd.org>



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Alum Rock Union Elementary School District

» Principal's Message

Lyndale Elementary School is a K-5 elementary school and has approximately 550 students, all receiving free breakfast and lunch. Lyndale is also home to the district's Pre-Kinder and Kindergarten Autism Program. Our mission at Lyndale School is for all students to succeed in mastering the state-adopted academic standards, develop into confident and caring citizens, and successfully apply their knowledge to everyday life situations. We are committed to increasing the academic success of our students at Lyndale.

The words "Believe, Inspire, Respect, Create, Succeed" are etched into the front steps leading to the entrance of Lyndale School; they are the backbone of our school. We have many special programs and activities that reflect these words and support out students' potential and learning.

Some of these programs include small classroom gardens, a Community School of Music and Art grant that provides one-hour of art instruction each week to each classroom, Playworks, 3rd grade choir, instrumental music instruction for 4th and 5th graders, choral music instruction for 4th and 5th grades, 4th grade recreation of a Gold Rush town, 5th grade Science Camp, and after school mariachi band instruction. Lyndale School is a member of the district's four-school Visual and Performing Arts Cluster focusing on the visual and performing arts. Through this commitment to the visual and performing arts, it is easy for Lyndale students to become motivated and enthusiastic learners.

Lyndale's dedicated staff is experienced and collaborative, and work together to effectively meet the learning and social needs of our students. The staff is continuing to implement professional development through the ongoing growth of the site's Professional Learning Community and the District's Kindergarten and 2nd Grade Professional Learning Communities. Through the Professional Learning Community, our teachers are able to work together to develop effective, research supported lessons and strategies which differentiate student learning in order for all students to master the California State's grade level standards.

Lyndale strives to maintain a positive and supportive school-community relationship with an open-door policy. It is a pleasure to be the school's principal, working with students, parents, staff, and community toward the goal of student academic success.

Gretchen Dietrich-Wynne, PRINCIPAL

Grade range and calendar

K-5

TRADITIONAL

Academic Performance Index

795

County Average: 856
State Average: 810

Student enrollment

539

County Average: 547
State Average: 534

School Expenditures

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

Saturday School and intervention classes before and after school for at-risk students scoring below proficiency levels in language arts

San Jose City After School Program to align and deliver accurate academic support

Playworks providing structured and instructed game time, building leadership, responsibility, and peer cooperation through physical activity

Training for teachers in differentiated instructional practices in the areas of reading and math is offered in order to meet specific needs of students performing below proficiency levels

A Title I Resource Teacher to serve as a resource to classroom teachers to provide best practices and teaching strategies to meet the needs of students scoring below the 30th percentile

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 RAZ Kids and Discovery Streaming

Analysis of data by our teachers, in collaboration with our Title I Resource Teacher, 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, and student health

Substitute teachers, allowing classroom teachers to attend trainings, meet collaboratively, and observe model lessons

Library books and related materials

Student field trips and assemblies

Safety

Lyndale School is diligent in maintaining a safe environment for its students, their 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 efficiently keep the school's campus free of litter and debris, the cafeteria tables and floors scrubbed, and the classrooms and restrooms clean and ready for student use.

During the summer of 2010, the number of handicap access ramps and parking spaces were increased making the school more accessible to its handicapped students and adults. New fencing and gates were also installed around the perimeter of the school, making the campus less available to late night and weekend graffiti and vandalism.

Lyndale Elementary School has a very detailed, comprehensive school Safety Plan that is revised and updated for each school year. The plan was Board approved in February 2013. 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 Safety Committee 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 Training, first aid and communication, dealing with blood-borne pathogens, and child abuse and neglect.

During the 2011-12 school year Lyndale School was one of two Alum Rock schools to rehearse and stage a mock emergency disaster for the District's managerial staff and all principals. This event was very successful and established an action goal/outcome for all district sites. 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, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

Buildings

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.

Lyndale School completed its partial renovation during the 2010 summer. The renovation included installing air conditioning and heating in all rooms and cafeteria, installing new picnic tables, installing new perimeter fencing and gates, and redesigning and landscaping the parking areas and school approach.

The upgrades in 2010 have made Lyndale's presence in the neighborhood welcoming and inviting.

It is anticipated that during the 2013-14 school year the fibar under the play equipment in the Kindergarten playground and the 1st-5th grade playground and the wooden borders for these areas will be replaced and refreshed.

Parent Involvement

Alum Rock School District and Lyndale School value and include all stakeholders in all facets of the educational process. To encourage parent participation, Alum Rock School District is asking all parents to volunteer 30 hours a year at their children's school.

In order to support and encourage parent volunteering and involvement, Lyndale maintains a system of two-way communication and employs a variety of ways to increase communication between home and school. The School Accountability Report Card is available on the district's website along with pertinent school information regarding school data and school programs.

Lyndale School maintains a web page on the Alum Rock School District web site, www.arusd.org. Parent are able to locate Lyndale's calendar of events and the school newsletter, parent handbook, educational internet links, email their children's teachers, and check details of Lyndale's current year and program.

Because parent and community participation is essential to student achievement, Lyndale Elementary School provides a number of parent and community involvement opportunities. They can join the Parent Teacher Association (PTA) which supports academic achievement by providing a variety of fun activities and incentives. Parents also have an opportunity to participate in the School Site Council (SSC), Superintendent's Parent Advisory Committee (SPARC) and English Learners Advisory Committee (ELAC). Parents are encouraged to chaperone on field trips and to routinely help in the classrooms, during beautification day, and at school sponsored events. During the 2012-13 school year Lyndale School offered a variety of parent workshops which included a six week computer class, a nine week parenting class, and an assortment of single meeting workshops. The Lyndale Neighborhood Association meets at the school monthly and works with the school to ensure a safe neighborhood environment for Lyndale students.

Parents interested in becoming more involved at the school site should contact the school principal at 408-928-7900.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

| CALIFORNIA API ACADEMIC PERFORMANCE INDEX | |
|--|------------|
| Met schoolwide growth target | Yes |
| Met growth target for prior school year | No |
| API score | 795 |
| Growth attained from prior year | +26 |
| Met subgroup* growth targets | Yes |

Lyndale’s API was 795 (out of 1000). This is an increase of 26 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 769. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 3 out of 10.

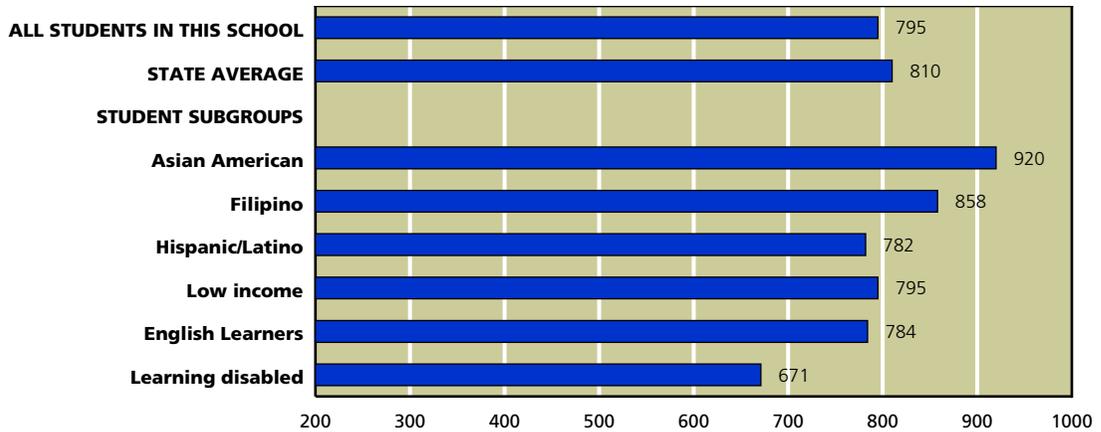
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 4 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2012–2013 school year. Just for reference, 48 percent of elementary schools statewide met their growth targets.

API, Spring 2013



SOURCE: API based on spring 2013 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 89.2 percent on the English/language arts test and 89.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

| FEDERAL AYP ADEQUATE YEARLY PROGRESS | |
|---|------------|
| Met AYP | Yes |
| Met schoolwide participation rate | Yes |
| Met schoolwide test score goals | Yes |
| Met subgroup* participation rate | Yes |
| Met subgroup* test score goals | Yes |
| Met schoolwide API for AYP | Yes |
| Program Improvement school in 2013 | Yes |

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

| | English/Language Arts | | Math | |
|----------------------------------|--|---|--|---|
| | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? |
| SCHOOLWIDE RESULTS | ● | ●* | ● | ●* |
| SUBGROUPS OF STUDENTS | | | | |
| Low income | ● | ●* | ● | ●* |
| Students learning English | ● | ●* | ● | ●* |
| STUDENTS BY ETHNICITY | | | | |
| Hispanic/Latino | ● | ●* | ● | ●* |

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

NOTE: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of September 2013, CDE.

*This school satisfied the criteria for Adequate Yearly Progress through safe harbor. This special exception was granted by the California Department of Education. To learn more about safe harbor you can read the Adequate Yearly Progress Report Information Guide here:

<http://www.cde.ca.gov/ta/ac/ay/documents/aypinfoguide13.pdf#page=45>.

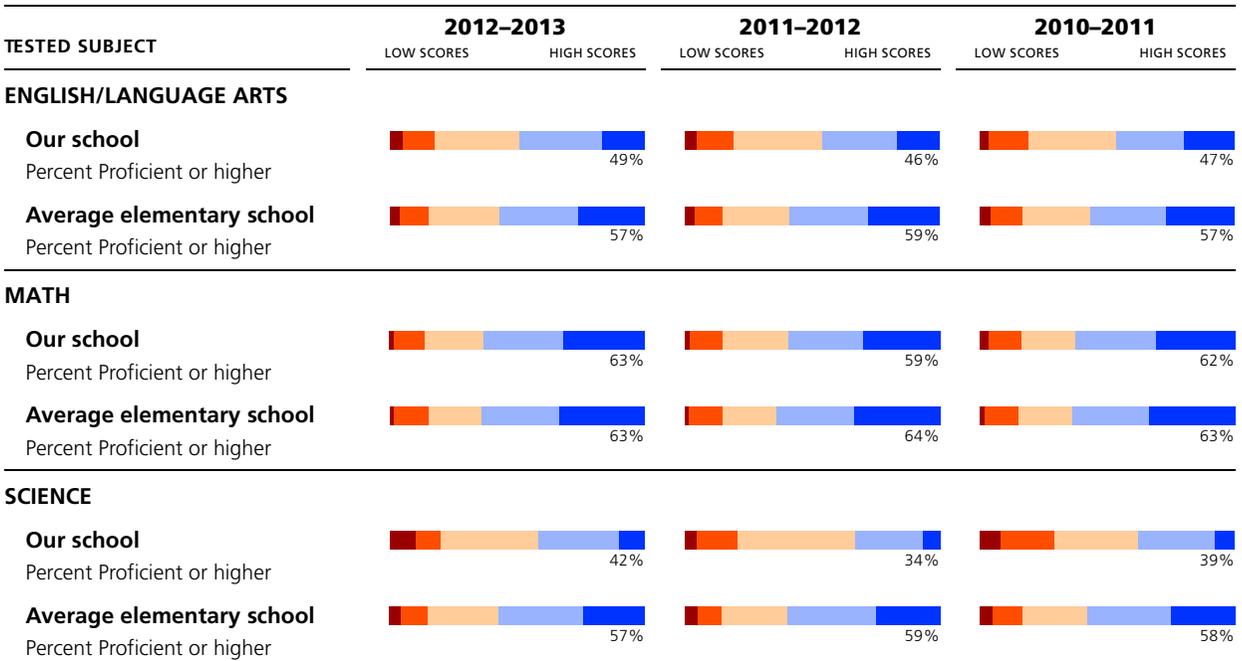
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2013 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|--|
| SCHOOLWIDE AVERAGE | | | 49% | 93% | SCHOOLWIDE AVERAGE: About eight percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California. |
| AVERAGE ELEMENTARY SCHOOL IN THE COUNTY | | | 69% | 95% | |
| AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA | | | 57% | 94% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

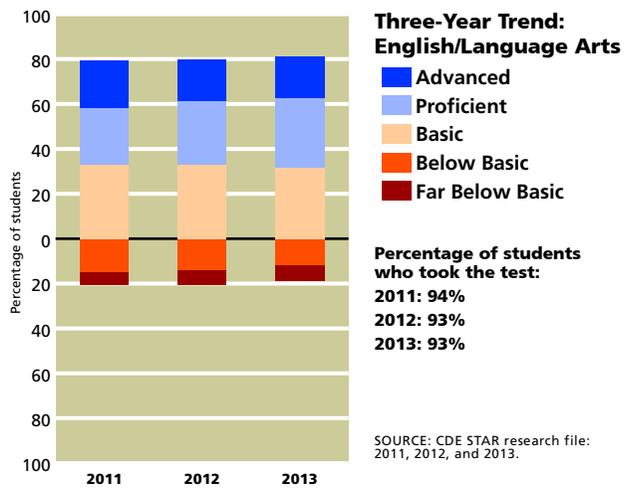
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------|-------------|------------------------|-----------------|---|
| Boys | | | 43% | 186 | GENDER: About 14 percent more girls than boys at our school scored Proficient or Advanced. |
| Girls | | | 57% | 158 | |
| English proficient | | | 67% | 190 | ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| English Learners | | | 27% | 153 | |
| Low income | | | 49% | 343 | INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant. |
| Not low income | NO DATA AVAILABLE | | N/A | N/A | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 16 | LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| Not learning disabled | | | 51% | 328 | |
| Hispanic/Latino | | | 46% | 289 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|--|
| SCHOOLWIDE AVERAGE | | | 63% | 94% | SCHOOLWIDE AVERAGE: The same percentage of students at our school scored Proficient or Advanced as did students at the average elementary school in California. |
| AVERAGE ELEMENTARY SCHOOL IN THE COUNTY | | | 74% | 92% | |
| AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA | | | 63% | 91% | |

Subgroup Test Scores

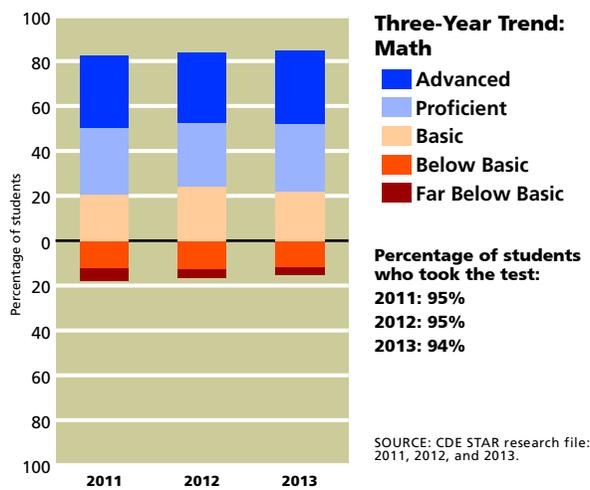
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------|-------------|------------------------|-----------------|---|
| Boys | | | 66% | 187 | GENDER: About seven percent more boys than girls at our school scored Proficient or Advanced. |
| Girls | | | 59% | 158 | |
| English proficient | | | 73% | 190 | ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| English Learners | | | 51% | 154 | |
| Low income | | | 63% | 344 | INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant. |
| Not low income | NO DATA AVAILABLE | | N/A | N/A | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 18 | LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| Not learning disabled | | | 64% | 327 | |
| Hispanic/Latino | | | 61% | 290 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |

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Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 42% | 91% | SCHOOLWIDE AVERAGE: About 15 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California. |
| AVERAGE ELEMENTARY SCHOOL IN THE COUNTY | | | 70% | 93% | |
| AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA | | | 57% | 93% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

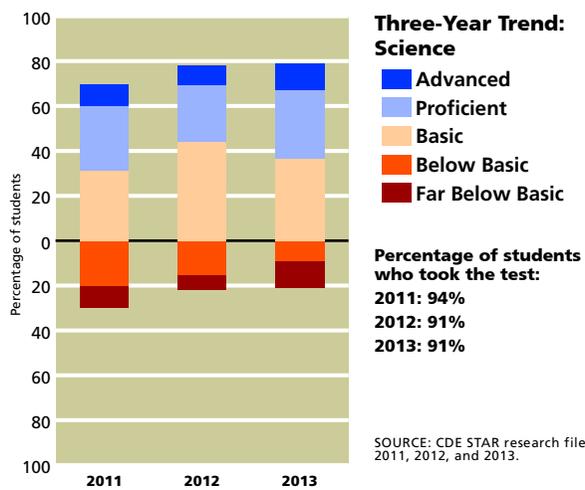
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys | | | 54% | 48 | GENDER: About 27 percent more boys than girls at our school scored Proficient or Advanced. |
| Girls | | | 27% | 37 | |
| English proficient | | | 55% | 64 | ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant. |
| English Learners | DATA STATISTICALLY UNRELIABLE | | N/S | 21 | |
| Low income | | | 42% | 85 | INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant. |
| Not low income | NO DATA AVAILABLE | | N/A | N/A | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 2 | LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| Not learning disabled | | | 41% | 83 | |
| Hispanic/Latino | | | 42% | 65 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) by going to the CDE’s Web site.



STUDENTS

Students’ English Language Skills

At Lyndale, 50 percent of students were considered to be proficient in English, compared with 70 percent of elementary school students in California overall.

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| English-proficient students | 50% | 67% | 70% |
| English Learners | 50% | 33% | 30% |

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 272 students classified as English Learners. At Lyndale, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

| LANGUAGE | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------|------------|----------------|---------------|
| Spanish | 90% | 64% | 84% |
| Vietnamese | 4% | 13% | 3% |
| Cantonese | 1% | 2% | 1% |
| Hmong | 0% | 0% | 1% |
| Filipino/Tagalog | 3% | 3% | 1% |
| Korean | 0% | 1% | 1% |
| Khmer/Cambodian | 1% | 0% | 0% |
| All other | 1% | 17% | 9% |

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

Ethnicity

Most students at Lyndale identify themselves as Hispanic/Latino. In fact, there are about six times as many Hispanic/Latino students as Asian/Pacific Islander students, the second-largest ethnic group at Lyndale. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

| ETHNICITY | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---------------------------------|------------|----------------|---------------|
| African American | 2% | 2% | 6% |
| Asian American/Pacific Islander | 13% | 32% | 11% |
| Hispanic/Latino | 83% | 40% | 54% |
| White | 2% | 21% | 25% |

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Lyndale, 83 percent of the students qualified for this program, compared with 61 percent of students in California.

| FAMILY FACTORS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| Low-income indicator | 83% | 40% | 61% |
| Parents with some college | 30% | 69% | 58% |
| Parents with college degree | 17% | 52% | 34% |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 30 percent of the students at Lyndale have attended college and 17 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 61 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Lyndale varies across grade levels from a low of 19 students to a high of 31. Our average class size schoolwide is 23 students.

| AVERAGE CLASS SIZE BY GRADE | OUR SCHOOL | OUR DISTRICT |
|-----------------------------|------------|--------------|
| Kindergarten | 19 | 18 |
| First grade | 19 | 19 |
| Second grade | 25 | 17 |
| Third grade | 20 | 18 |
| Fourth grade | 31 | 24 |
| Fifth grade | 31 | 27 |

SOURCE: California Department of Education, SARC Research File. District averages represent elementary schools only.

LEADERSHIP, TEACHERS, AND STAFF

Indicators of Teachers Who May Be Underprepared

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|--|------------|----------------|---------------|
| Core courses taught by a teacher not meeting NCLB standards | Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB | 0% | N/A | 0% |
| Fully credentialed teachers | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level | 100% | N/A | N/A |
| Teachers lacking a full credential | Percentage of teachers without a full, clear credential | 0% | N/A | N/A |

SOURCE: Data on NCLB standards is from the California Department of Education, SARC research file. Information on teachers lacking a full credential provided by the school district.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students.

| DISTRICT FACTOR | DESCRIPTION | CORE COURSES NOT TAUGHT BY HQT IN DISTRICT |
|---|--|--|
| Districtwide | Percentage of core courses not taught by “highly qualified” teachers (HQT) | 2% |
| Schools with more than 40% of students from lower-income homes | Schools whose core courses are not taught by “highly qualified” teachers | 2% |
| Schools with less than 25% of students from lower-income homes | Schools whose core courses are not taught by “highly qualified” teachers | 0% |

SOURCE: Data is from the California Department of Education, SARC research file.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

| STAFF POSITION | STAFF (FTE) |
|--|-------------|
| Academic counselors | 0.0 |
| Behavioral/career counselors | 0.0 |
| Librarians and media staff | 0.0 |
| Psychologists | 0.3 |
| Social workers | 0.0 |
| Nurses | 0.0 |
| Speech/language/hearing specialists | 1.0 |
| Resource specialists | 1.0 |

SOURCE: Data provided by the school district.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2013. The CDE may release additional or revised data for the 2012–2013 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2012–2013 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



TEACHERS**Teacher Vacancies**

| KEY FACTOR | 2011–2012 | 2012–2013 | 2013–2014 |
|---|------------------|------------------|------------------|
| TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR | | | |
| Total number of classes at the start of the year | 28 | 28 | 26 |
| Number of classes that lacked a permanently assigned teacher within the first 20 days of school | 0 | 0 | 0 |
| TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR | | | |
| Number of classes where the permanently assigned teacher left during the year | 0 | 0 | 0 |
| Number of those classes where you replaced the absent teacher with a single new teacher | 0 | 0 | 0 |

NOTES:

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school and after the start of school.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

| KEY FACTOR | DESCRIPTION | 2011–2012 | 2012–2013 | 2013–2014 |
|--|---|-----------|-----------|-----------|
| Teacher Misassignments | Total number of classes taught by teachers without a legally recognized certificate or credential | 0 | 0 | 0 |
| Teacher Misassignments in Classes that Include English Learners | Total number of classes that include English Learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing | 0 | 0 | 0 |
| Other Employee Misassignments | Total number of service area placements of employees without the required credentials | 0 | 0 | 0 |

NOTES:

Staff Development

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

| YEAR | PROFESSIONAL DEVELOPMENT DAYS |
|-----------|-------------------------------|
| 2012–2013 | 0.00 |
| 2011–2012 | 0.00 |
| 2010–2011 | 0.00 |

TEXTBOOKS

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.

This information was collected on 9/12/13.

NOTES:

| TAUGHT AT OUR SCHOOL? | SUBJECT | ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE? | | ARE THERE ENOUGH BOOKS FOR EACH STUDENT? | |
|-------------------------------------|------------------------|--|---|--|---|
| | | STANDARDS ALIGNED? | FROM THE MOST RECENT OFFICIAL ADOPTION? | FOR USE IN CLASS? | PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME? |
| <input checked="" type="checkbox"/> | English | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 100% |
| <input checked="" type="checkbox"/> | Math | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 100% |
| <input checked="" type="checkbox"/> | Science | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 100% |
| <input checked="" type="checkbox"/> | Social Science | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 100% |
| <input type="checkbox"/> | Foreign Languages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | Visual/Performing Arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Textbooks in Use

Here are some of the textbooks we use for our core courses.

| SUBJECT AND TITLE | PUBLISHER | YEAR ADOPTED |
|---------------------------------------|------------------------|---------------------|
| ENGLISH/LANGUAGE ARTS | | |
| Imagine It! | SRA | 2008 |
| Language! 3 rd Edition | Sopris West | 2006 |
| MATH | | |
| California Math | Houghton Mifflin | 2008 |
| California Math Triumphs | Glencoe | 2009 |
| SCIENCE | | |
| California Science | Pearson-Scott Foresman | 2007 |
| SOCIAL SCIENCE | | |
| History-Social Science for California | Pearson-Scott Foresman | 2006 |

FACILITIES

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.

INSPECTORS AND ADVISORS: This report was completed on 11/13/13 by Ed Romero. The most recent facilities inspection occurred on 10/15 – 11/13/13.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

| AREA | RATING | REPAIR NEEDED AND ACTION TAKEN OR PLANNED |
|---------------------------------|-------------|---|
| Overall Rating | Good | No apparent problems |
| A. Systems | Good | |
| 1. Gas | | No apparent problems |
| 2. Mechanical/HVAC | | No apparent problems |
| 3. Sewer | | No apparent problems |
| B. Interior Surfaces | Good | |
| 1. Interior Surfaces | | No apparent problems |
| C. Cleanliness | Good | |
| 1. Overall cleanliness | | No apparent problems |
| 2. Pest/Vermin | | No apparent problems |
| D. Electrical Components | Good | |
| 1. Electrical Components | | No apparent problems |
| E. Rest Rooms/Fountains | Good | |
| 1. Rest Rooms | | No apparent problems |
| 2. Drinking Fountains | | No apparent problems |
| F. Safety | Good | |
| 1. Fire Safety | | No apparent problems |
| 2. Hazardous Materials | | No apparent problems |

| AREA | RATING | REPAIR NEEDED AND ACTION TAKEN OR PLANNED |
|--------------------------------------|---------------|--|
| G. Structural | Good | |
| 1. Structural Damage | | No apparent problems |
| 2. Roofs/Gutters | | No apparent problems |
| H. External | Good | |
| 1. Windows/Doors/Gates/Fences | | No apparent problems |
| 2. Playgrounds/School Grounds | | Mulch or Fibar is required. |

SCHOOL FINANCES, 2011–2012

We are required by the California Dept. of Education to report financial data from the 2011–2012 school year. More recent financial data is available on request from the district office.

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

| TYPE OF FUNDS | OUR SCHOOL | DISTRICT AVERAGE | SCHOOL-TO-DISTRICT VARIANCE | STATE AVERAGE | SCHOOL-TO-STATE VARIANCE |
|---------------------------------|------------|------------------|-----------------------------|---------------|--------------------------|
| Unrestricted funds (\$/student) | \$5,882 | \$5,667 | 4% | \$5,596 | 5% |
| Restricted funds (\$/student) | \$2,915 | \$2,908 | 0% | \$2,786 | 5% |
| Total (\$/student) | \$8,797 | \$8,575 | 3% | \$8,382 | 5% |

Compensation for Staff with Teaching Credentials

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE.

| CERTIFICATED STAFF* | OUR SCHOOL | DISTRICT AVERAGE | SCHOOL-TO-DISTRICT VARIANCE | STATE AVERAGE | SCHOOL-TO-STATE VARIANCE |
|----------------------------------|------------|------------------|-----------------------------|---------------|--------------------------|
| Salary (\$/certificated staff) | \$71,218 | \$67,908 | 5% | \$71,848 | -1% |
| Benefits (\$/certificated staff) | \$20,244 | \$18,202 | 11% | \$16,999 | 19% |
| Total (\$/certificated staff) | \$91,462 | \$86,110 | 6% | \$88,847 | 3% |

* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

| GROUP | ENROLLMENT |
|----------------------------------|------------|
| Number of students | 539 |
| Black/African American | 2% |
| American Indian or Alaska Native | 0% |
| Asian | 6% |
| Filipino | 6% |
| Hispanic or Latino | 83% |
| Pacific Islander | 1% |
| White (not Hispanic) | 2% |
| Two or more races | 0% |
| Ethnicity not reported | 0% |
| Socioeconomically disadvantaged | 100% |
| English Learners | 69% |
| Students with disabilities | 9% |

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

| GRADE LEVEL | STUDENTS |
|--------------|----------|
| Kindergarten | 97 |
| Grade 1 | 75 |
| Grade 2 | 99 |
| Grade 3 | 81 |
| Grade 4 | 94 |
| Grade 5 | 93 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level

| GRADE LEVEL | 2010–2011 | 2011–2012 | 2012–2013 |
|--------------|-----------|-----------|-----------|
| Kindergarten | 18 | 18 | 19 |
| Grade 1 | 18 | 20 | 19 |
| Grade 2 | 20 | 20 | 25 |
| Grade 3 | 21 | 20 | 20 |
| Grade 4 | 32 | 33 | 31 |
| Grade 5 | 33 | 33 | 31 |
| Grade 6 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 8 | N/A | N/A | N/A |
| Combined K–3 | N/A | N/A | N/A |
| Combined 3–4 | N/A | N/A | N/A |
| Combined 4–8 | N/A | N/A | N/A |
| Other | N/A | 0 | N/A |

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

| GRADE LEVEL | 2010–2011 | | | 2011–2012 | | | 2012–2013 | | |
|--------------|-----------|-------|-----|-----------|-------|-----|-----------|-------|-----|
| | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ |
| Kindergarten | 6 | 0 | 0 | 5 | 0 | 0 | 1 | 4 | 0 |
| Grade 1 | 5 | 0 | 0 | 5 | 0 | 0 | 4 | 0 | 0 |
| Grade 2 | 5 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 |
| Grade 3 | 5 | 0 | 0 | 5 | 0 | 0 | 3 | 1 | 0 |
| Grade 4 | 0 | 2 | 1 | 0 | 1 | 2 | 0 | 2 | 1 |
| Grade 5 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 3 | 0 |
| Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Combined K–3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Combined 3–4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Combined 4–8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | 3 | 0 | 0 | N/A | N/A | N/A |

SOURCE: CALPADS, October 2012.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

| TEACHERS | SCHOOL | | | DISTRICT |
|--------------------------------|-----------|-----------|-----------|-----------|
| | 2010–2011 | 2011–2012 | 2012–2013 | 2012–2013 |
| With Full Credential | 27 | 28 | 29 | 491 |
| Without Full Credential | 5 | 7 | 0 | 22 |

SOURCE: Information provided by school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

| GRADE LEVEL | PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES | | |
|----------------|--|----------------------------|-----------------------|
| | MET FOUR OR MORE STANDARDS | MET FIVE OR MORE STANDARDS | MET ALL SIX STANDARDS |
| Grade 5 | 48% | 29% | 12% |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2012–2013 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

| KEY FACTOR | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|-------------------------------------|------------|------------------|---------------|
| Suspensions per 100 students | | | |
| 2012–2013 | 1 | 2 | N/A |
| 2011–2012 | 2 | 4 | N/A |
| 2010–2011 | 1 | 5 | 5 |
| Expulsions per 100 students | | | |
| 2012–2013 | 0 | 0 | N/A |
| 2011–2012 | 0 | 0 | N/A |
| 2010–2011 | 0 | 0 | 0 |

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

During the 2012–2013 school year, we had four suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

| SUBJECT | SCHOOL PERCENT PROFICIENT OR ADVANCED | | | DISTRICT PERCENT PROFICIENT OR ADVANCED | | | STATE PERCENT PROFICIENT OR ADVANCED | | |
|---------------------------|---|------|------|---|------|------|--|------|------|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| English/ language arts | 46% | 44% | 49% | 48% | 52% | 50% | 54% | 56% | 55% |
| Mathematics | 60% | 57% | 62% | 57% | 58% | 58% | 49% | 50% | 50% |
| Science | 39% | 34% | 42% | 53% | 54% | 53% | 57% | 60% | 59% |

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| STUDENT GROUP | STUDENTS SCORING PROFICIENT OR ADVANCED | | |
|-------------------------------------|---|--------------------------|----------------------|
| | ENGLISH/ LANGUAGE ARTS 2012–2013 | MATHEMATICS 2012–2013 | SCIENCE 2012–2013 |
| African American | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A |
| Asian | 84% | 89% | N/A |
| Filipino | 64% | 68% | N/A |
| Hispanic or Latino | 46% | 60% | 42% |
| Pacific Islander or Native Hawaiian | N/A | N/A | N/A |
| White (not Hispanic) | N/A | N/A | N/A |
| Two or more Races | N/A | N/A | N/A |
| Boys | 44% | 65% | 54% |
| Girls | 56% | 58% | 27% |
| Socioeconomically disadvantaged | 49% | 62% | 42% |
| English Learners | 31% | 51% | 5% |
| Students with disabilities | 36% | 46% | N/A |
| Receives migrant education services | 45% | 64% | N/A |

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

| API RANK | 2010–2011 | 2011–2012 | 2012–2013 |
|-----------------------------|-----------|-----------|-----------|
| Statewide rank | 3 | 4 | 3 |
| Similar-schools rank | 5 | 7 | 4 |

SOURCE: The API Base Report from May 2013.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

| SUBGROUP | ACTUAL API CHANGE | | | API |
|---|-------------------|-----------|-----------|-----------|
| | 2010–2011 | 2011–2012 | 2012–2013 | 2012–2013 |
| All students at the school | +31 | -20 | +26 | 795 |
| Black/African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | +18 | +2 | -4 | 920 |
| Filipino | -10 | +15 | -26 | 858 |
| Hispanic or Latino | +34 | -17 | +34 | 782 |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (non Hispanic) | N/A | N/A | N/A | N/A |
| Two or more races | N/A | N/A | N/A | N/A |
| Socioeconomically disadvantaged | +45 | -20 | +26 | 795 |
| English Learners | +32 | -28 | +30 | 784 |
| Students with disabilities | +82 | -5 | +41 | 671 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

| SUBGROUP | SCHOOL | | DISTRICT | | STATE | |
|----------------------------------|--------------------|-----|--------------------|-----|--------------------|-----|
| | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API |
| All students | 341 | 795 | 8,927 | 785 | 4,655,989 | 790 |
| Black/African American | 4 | N/A | 148 | 744 | 296,463 | 708 |
| American Indian or Alaska Native | 1 | N/A | 19 | 768 | 30,394 | 743 |
| Asian | 20 | 920 | 1,086 | 885 | 406,527 | 906 |
| Filipino | 23 | 858 | 453 | 862 | 121,054 | 867 |
| Hispanic or Latino | 287 | 782 | 6,863 | 762 | 2,438,951 | 744 |
| Pacific Islander | 2 | N/A | 84 | 810 | 25,351 | 774 |
| White (non Hispanic) | 3 | N/A | 217 | 863 | 1,200,127 | 853 |
| Two or more races | 1 | N/A | 57 | 812 | 125,025 | 824 |
| Socioeconomically disadvantaged | 341 | 795 | 8,857 | 785 | 2,774,640 | 743 |
| English Learners | 251 | 784 | 5,682 | 756 | 1,482,316 | 721 |
| Students with disabilities | 41 | 671 | 1,142 | 629 | 527,476 | 615 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 770 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

| AYP CRITERIA | DISTRICT |
|---|----------|
| Overall | No |
| Graduation rate | N/A |
| Participation rate in English/language arts | Yes |
| Participation rate in mathematics | Yes |
| Percent Proficient in English/language arts | No |
| Percent Proficient in mathematics | No |
| Met Academic Performance Index (API) | Yes |

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

| INDICATOR | DISTRICT |
|---------------------------------------|----------|
| PI stage | 3 of 3 |
| The year the district entered PI | 2004 |
| Number of schools currently in PI | 10 |
| Percentage of schools currently in PI | 34% |

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

| CATEGORY OF EXPENSE | OUR DISTRICT | SIMILAR DISTRICTS | ALL DISTRICTS |
|------------------------------|---------------|-------------------|------------------|
| FISCAL YEAR 2011–2012 | | | |
| Total expenses | \$106,205,180 | \$8,575,019,725 | \$46,420,178,248 |
| Expenses per student | \$8,850 | \$7,846 | \$8,382 |
| FISCAL YEAR 2010–2011 | | | |
| Total expenses | \$108,121,522 | \$8,497,573,732 | \$46,278,595,991 |
| Expenses per student | \$8,850 | \$7,789 | \$8,323 |

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

| SALARY INFORMATION | DISTRICT AVERAGE | STATE AVERAGE |
|---|------------------|---------------|
| Beginning teacher’s salary | \$46,567 | \$41,451 |
| Midrange teacher’s salary | \$72,497 | \$67,655 |
| Highest-paid teacher’s salary | \$84,619 | \$85,989 |
| Average principal’s salary (elementary school) | \$107,361 | \$108,589 |
| Superintendent’s salary | \$196,000 | \$182,548 |
| Percentage of budget for teachers’ salaries | 44% | 42% |
| Percentage of budget for administrators’ salaries | 6% | 5% |

SOURCE: School Accountability Report Card unit of the California Department of Education.