

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Lyndale Elementary

Address: 13901 Nordyke Dr. San Jose, CA 95127-3138

Principal: Paula Alli, Principal

Phone: (408) 928-7900

Email: paula.alli@arusd.org

Web Site:

CDS Code: 43693696046221



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arusd.org

Web Site: www.arusd.org



I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Alum Rock Union Elementary
Phone Number: (408) 928-6800
Superintendent: Hilaria Bauer
E-mail Address: hilaria.bauer@arUSD.org
Web Site: www.arUSD.org

School Contact Information Most Recent Year

School Name: Lyndale Elementary
Street: 13901 Nordyke Dr.
City, State, Zip: San Jose, CA 95127-3138
Phone Number: (408) 928-7900
Principal: Paula Alli, Principal
E-mail Address: paula.alli@arUSD.org
Web Site:
County-District-School
(CDS) Code: 43693696046221

School Description and Mission Statement – Most Recent Year

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 our 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	79
Grade 1	74
Grade 2	83
Grade 3	75
Grade 4	83
Grade 5	83
Total Enrollment	477

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.7%
American Indian or Alaska Native	0.2%
Asian	4.8%
Filipino	5.9%
Hispanic or Latino	84.9%
Native Hawaiian/Pacific Islander	0.6%
White	1.3%
Two or More Races	0.6%
Socioeconomically Disadvantaged	94.1%
English Learners	60.2%
Students with Disabilities	8%
Foster Youth	0.4%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	25	24	26	568
Without Full Credential	1	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	81.48%	18.52%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

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

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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.

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.

During the 2013-14 school year the fibar under the play equipment in the Kindergarten playground was refreshed. The 1st-5th grade playground fibar and the wooden borders for both play areas need be replaced and/or refreshed.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	24%	33%	44%
Mathematics (grades 3-8 and 11)	19%	23%	33%

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	73	73	100%	51%	29%	18%	3%
Male	73	40	54.8%	53%	30%	15%	3%
Female	73	33	45.2%	48%	27%	21%	3%
Black or African American	73	1	1.4%	–	–	–	–
American Indian or Alaska Native							
Asian	73	4	5.5%	–	–	–	–
Filipino	73	3	4.1%	–	–	–	–
Hispanic or Latino	73	63	86.3%	57%	24%	16%	3%
Native Hawaiian or Pacific Islander	73	1	1.4%	–	–	–	–
White	73	1	1.4%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	73	70	95.9%	51%	29%	17%	3%
English Learners	73	50	68.5%	54%	30%	14%	2%
Students with Disabilities	73	6	8.2%	–	–	–	–
Students Receiving Migrant Education Services	73	1	1.4%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	81	80	98.8%	48%	29%	16%	8%
Male	81	48	59.3%	54%	23%	19%	4%
Female	81	32	39.5%	38%	38%	13%	13%
Black or African American	81	1	1.2%	—	—	—	—
American Indian or Alaska Native							
Asian	81	4	4.9%	—	—	—	—
Filipino	81	4	4.9%	—	—	—	—
Hispanic or Latino	81	71	87.7%	49%	27%	15%	8%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	81	75	92.6%	49%	27%	16%	8%
English Learners	81	41	50.6%	66%	29%	5%	0%
Students with Disabilities	81	6	7.4%	—	—	—	—
Students Receiving Migrant Education Services	81	4	4.9%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	81	81	100%	53%	19%	23%	5%
Male	81	47	58%	62%	17%	17%	4%
Female	81	34	42%	41%	21%	32%	6%
Black or African American	81	2	2.5%	—	—	—	—
American Indian or Alaska Native							
Asian	81	5	6.2%	—	—	—	—
Filipino	81	6	7.4%	—	—	—	—
Hispanic or Latino	81	67	82.7%	57%	16%	24%	3%
Native Hawaiian or Pacific Islander	81	1	1.2%	—	—	—	—
White							
Two or More Races							
Socioeconomically Disadvantaged	81	75	92.6%	56%	19%	23%	3%
English Learners	81	36	44.4%	64%	19%	17%	0%
Students with Disabilities	81	9	11.1%	—	—	—	—
Students Receiving Migrant Education Services	81	1	1.2%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	73	73	100%	44%	32%	25%	0%
Male	73	40	54.8%	43%	25%	33%	0%
Female	73	33	45.2%	45%	39%	15%	0%
Black or African American	73	1	1.4%	–	–	–	–
American Indian or Alaska Native							
Asian	73	4	5.5%	–	–	–	–
Filipino	73	3	4.1%	–	–	–	–
Hispanic or Latino	73	63	86.3%	48%	30%	22%	0%
Native Hawaiian or Pacific Islander	73	1	1.4%	–	–	–	–
White	73	1	1.4%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	73	70	95.9%	44%	30%	26%	0%
English Learners	73	50	68.5%	46%	32%	22%	0%
Students with Disabilities	73	6	8.2%	–	–	–	–
Students Receiving Migrant Education Services	73	1	1.4%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	81	81	100%	30%	48%	20%	1%
Male	81	49	60.5%	31%	47%	18%	2%
Female	81	32	39.5%	28%	50%	22%	0%
Black or African American	81	1	1.2%	—	—	—	—
American Indian or Alaska Native							
Asian	81	4	4.9%	—	—	—	—
Filipino	81	4	4.9%	—	—	—	—
Hispanic or Latino	81	72	88.9%	29%	49%	21%	0%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	81	76	93.8%	30%	49%	20%	0%
English Learners	81	42	51.9%	38%	55%	2%	2%
Students with Disabilities	81	6	7.4%	—	—	—	—
Students Receiving Migrant Education Services	81	4	4.9%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	81	81	100%	69%	20%	9%	2%
Male	81	47	58%	64%	26%	6%	4%
Female	81	34	42%	76%	12%	12%	0%
Black or African American	81	2	2.5%	—	—	—	—
American Indian or Alaska Native							
Asian	81	5	6.2%	—	—	—	—
Filipino	81	6	7.4%	—	—	—	—
Hispanic or Latino	81	67	82.7%	72%	21%	6%	1%
Native Hawaiian or Pacific Islander	81	1	1.2%	—	—	—	—
White							
Two or More Races							
Socioeconomically Disadvantaged	81	75	92.6%	73%	17%	8%	1%
English Learners	81	36	44.4%	86%	14%	0%	0%
Students with Disabilities	81	9	11.1%	—	—	—	—
Students Receiving Migrant Education Services	81	1	1.2%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	42%	43%	31%	50%	52%	47%	59%	60%	56%

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	—
All Students at the School	31%	White	
Male	30%	Two or More Races	
Female	32%	Socioeconomically Disadvantaged	28%
Black or African American	—	English Learners	16%
American Indian or Alaska Native		Students with Disabilities	—
Asian	—	Students Receiving Migrant Education Services	—
Filipino	—	Foster Youth	—
Hispanic or Latino	26%		

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

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	16%	27.2%	28.4%
7			
9			

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.

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 - Most Recent Year

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 home-school communication. 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. Parents 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. Parents have an opportunity to participate in the School Site Council (SSC), Superintendent's Parent Advisory Committee (SPARC), District Advisory Committee (DAC), 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 2014-15 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.

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.64	0	0	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

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 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.

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	4		19	1	4		20	1	3	
1	19	4			22		3		21		3	
2	25		4		21	1	2		21		4	
3	20	3	1		22		5		21	2	2	
4	31		2	1	28		3		34			2
5	31		3		31		3		33		1	2
Other												

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

* 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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,336	\$2,407	\$6,929	\$77,343
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	7.16%	10.35%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	29.56%	5.96%

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

Types of Services Funded (Fiscal Year 2014-15)

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

Intervention classes after school for at-risk students scoring below proficiency levels in language arts

San Jose City After-School Program to align and deliver homework support and after-school care

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 Accelerated Reader

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The staff development plan is coordinated by the district Curriculum and Instruction Department in accordance with district and site priorities. Three staff development days at the beginning of the school year were used to inservice new and returning teachers on approved district curriculum. Additional staff development was conducted throughout the year before or after school and also on Saturdays. The principal and literacy coach provided staff development opportunities for the Lyndale staff, on several occasions.

Teachers throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training and countywide conferences, teachers were encouraged to attend inservices that promote best practice strategies in both literacy and mathematics. Both teachers and administrators were offered training in the following areas: K-5 Literacy, Full-Option Science System Kits, English Language Development, Writing and Mathematics.