SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Linda Vista Elementary

Address: 100 Kirk Ave. San Jose, CA 95127-2295
Principal: Ted Henderson, Principal
Phone: (408) 928-7800
Email: ted.henderson@arusd.org
Web Site:
CDS Code: 43693696046213

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:	Linda Vista Elementary
Street:	100 Kirk Ave.
City, State, Zip:	San Jose, CA 95127-2295
Phone Number:	(408) 928-7800
Principal:	Ted Henderson, Principal
E-mail Address:	ted.henderson@arusd.org
Web Site:	
County-District-School (CDS) Code:	43693696046213

School Description and Mission Statement – Most Recent Year

Linda Vista Elementary School is a Visual and Performing Arts School that partners with Joseph George Middle School. We believe that incorporating fine arts into the curriculum has had significant impact on the academic and social success of our students.

We need your continued support and encouragement to assist your child in attending school on a regular basis and arriving on time. Also, helping your child to be responsible for returning schoolwork will lead him/her in the right direction towards a rewarding school year. Your encouragement and praise will give your child the confidence to make wise decisions.
We are confident in our professional abilities and commitment to create an enriching learning experience for your child. We have a wonderful support staff that includes an administrative assistant, a school office assistant, cafeteria staff, custodians, bus drivers,health aide and a librarian to contribute to your child's successful school year.

If concerns should arise, please contact your child's teacher. Your school principal is also ready to assist if necessary. Your child's successful educational experience is our business. We look forward to a wonderful school year with you!

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

Grade Level	Number of Students
Kindergarten	119
Grade 1	108
Grade 2	81
Grade 3	89
Grade 4	93
Grade 5	104
Total Enrollment	594

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

Student Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	0.2%
Asian	10.6%
Filipino	2.9%
Hispanic or Latino	77.8%
Native Hawaiian/Pacific Islander	0.7%
White	6.1%
Two or More Races	0.8%
Socioeconomically Disadvantaged	80%
English Learners	52%
Students with Disabilities	11.3%
Foster Youth	0.3%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	30	28	28	568
Without Full Credential	0	0	1	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	100%	0%
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 instruction 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

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.
Linda Vista School was built in 1950. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.
Whenever possible, school facilities are upgraded 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 crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.
Informational Technology installed a new public address system that includes a clock and bell component. The results of these renovations have improved our safety and have given us a more modern appearance. We have also improved the number of wireless hubs located throughout the campus. Our student have access to seven carts with 35 wireless laptops that arrived during the latter part of 2013. We have one cart for every three classrooms.

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)	33%	33%	44%
Mathematics (grades 3-8 and 11)	25%	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	92	90	97.8%	44%	23%	19%	13%
Male	92	43	46.7%	47%	23%	16%	14%
Female	92	47	51.1%	43%	23%	21%	13%
Black or African American	92	1	1.1%	–	–	–	–
American Indian or Alaska Native							
Asian	92	11	12%	9%	18%	9%	64%
Filipino	92	4	4.3%	–	–	–	–
Hispanic or Latino	92	71	77.2%	52%	24%	21%	3%
Native Hawaiian or Pacific Islander	92	1	1.1%	–	–	–	–
White	92	2	2.2%	–	–	–	–
Two or More Races	92	0	0%	–	–	–	–
Socioeconomically Disadvantaged	92	76	82.6%	50%	24%	18%	8%
English Learners	92	55	59.8%	49%	25%	16%	9%
Students with Disabilities	92	4	4.3%	–	–	–	–
Students Receiving Migrant Education Services	92	1	1.1%	–	–	–	–
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	97	96	99%	48%	15%	21%	17%
Male	97	44	45.4%	50%	20%	18%	11%
Female	97	52	53.6%	46%	10%	23%	21%
Black or African American	97	1	1%	–	–	–	–
American Indian or Alaska Native							
Asian	97	9	9.3%	–	–	–	–
Filipino	97	1	1%	–	–	–	–
Hispanic or Latino	97	74	76.3%	50%	18%	18%	15%
Native Hawaiian or Pacific Islander	97	2	2.1%	–	–	–	–
White	97	9	9.3%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	97	82	84.5%	50%	13%	22%	15%
English Learners	97	37	38.1%	76%	16%	8%	0%
Students with Disabilities	97	10	10.3%	–	–	–	–
Students Receiving Migrant Education Services	97	1	1%	–	–	–	–
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	102	101	99%	50%	22%	18%	11%
Male	102	57	55.9%	60%	21%	14%	5%
Female	102	44	43.1%	36%	23%	23%	18%
Black or African American	102	2	2%	–	–	–	–
American Indian or Alaska Native	102	1	1%	–	–	–	–
Asian	102	12	11.8%	42%	8%	33%	17%
Filipino	102	3	2.9%	–	–	–	–
Hispanic or Latino	102	72	70.6%	56%	21%	15%	8%
Native Hawaiian or Pacific Islander							
White	102	10	9.8%	–	–	–	–
Two or More Races	102	1	1%	–	–	–	–
Socioeconomically Disadvantaged	102	78	76.5%	56%	22%	15%	6%
English Learners	102	26	25.5%	88%	12%	0%	0%
Students with Disabilities	102	13	12.7%	92%	8%	0%	0%
Students Receiving Migrant Education Services	102	1	1%	–	–	–	–
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	92	90	97.8%	37%	36%	23%	4%
Male	92	43	46.7%	33%	37%	28%	2%
Female	92	47	51.1%	40%	34%	19%	6%
Black or African American	92	1	1.1%	–	–	–	–
American Indian or Alaska Native							
Asian	92	11	12%	0%	9%	73%	18%
Filipino	92	4	4.3%	–	–	–	–
Hispanic or Latino	92	71	77.2%	45%	39%	13%	3%
Native Hawaiian or Pacific Islander	92	1	1.1%	–	–	–	–
White	92	2	2.2%	–	–	–	–
Two or More Races	92	0	0%	–	–	–	–
Socioeconomically Disadvantaged	92	76	82.6%	41%	36%	22%	1%
English Learners	92	55	59.8%	42%	35%	22%	2%
Students with Disabilities	92	4	4.3%	–	–	–	–
Students Receiving Migrant Education Services	92	1	1.1%	–	–	–	–
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	97	96	99%	35%	38%	19%	8%
Male	97	44	45.4%	34%	36%	18%	11%
Female	97	52	53.6%	37%	38%	19%	6%
Black or African American	97	1	1%	–	–	–	–
American Indian or Alaska Native							
Asian	97	9	9.3%	–	–	–	–
Filipino	97	1	1%	–	–	–	–
Hispanic or Latino	97	74	76.3%	41%	38%	18%	4%
Native Hawaiian or Pacific Islander	97	2	2.1%	–	–	–	–
White	97	9	9.3%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	97	82	84.5%	38%	39%	15%	9%
English Learners	97	37	38.1%	65%	30%	5%	0%
Students with Disabilities	97	10	10.3%	–	–	–	–
Students Receiving Migrant Education Services	97	1	1%	–	–	–	–
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	102	101	99%	55%	25%	9%	11%
Male	102	57	55.9%	58%	25%	9%	9%
Female	102	44	43.1%	52%	25%	9%	14%
Black or African American	102	2	2%	–	–	–	–
American Indian or Alaska Native	102	1	1%	–	–	–	–
Asian	102	12	11.8%	50%	0%	8%	42%
Filipino	102	3	2.9%	–	–	–	–
Hispanic or Latino	102	72	70.6%	61%	24%	10%	6%
Native Hawaiian or Pacific Islander							
White	102	10	9.8%	–	–	–	–
Two or More Races	102	1	1%	–	–	–	–
Socioeconomically Disadvantaged	102	78	76.5%	63%	23%	8%	6%
English Learners	102	26	25.5%	88%	12%	0%	0%
Students with Disabilities	102	13	12.7%	92%	8%	0%	0%
Students Receiving Migrant Education Services	102	1	1%	–	–	–	–
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)	59%	41%	46%	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
All Students in the LEA	47%
All Students at the School	46%
Male	52%
Female	40%
Black or African American	–
American Indian or Alaska Native	–
Asian	63%
Filipino	–
Hispanic or Latino	37%

Student Group	Percent of Students Scoring at Proficient or Advanced
Native Hawaiian or Pacific Islander	
White	–
Two or More Races	–
Socioeconomically Disadvantaged	39%
English Learners	4%
Students with Disabilities	–
Students Receiving Migrant Education Services	–
Foster Youth	–

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	18.4%	5.8%	6.8%
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

Linda Vista values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Linda Vista maintains a system of two-way communication and employs a variety of ways to increase stakeholder communication. The School Accountability Report Card is available on the district's website, as well as pertinent school information, including school data and school programs. This information is also available to parents in the Principal's Newsletter, which is written in different languages. Because parent and community participation is essential to student achievement, Linda Vista School provides a number of parent and community involvement opportunities.
To ensure that all parents are directly involved in their children's education, Linda Vista School parents are informed about upcoming events and activities through grade level newsletters, the Principal Eagle Newsletter, Parent Teacher Association (PTA), and text message updates.
The following resources for parents are in place:
Parent literacy nights are conducted in Spanish and English for kindergarten and first grade parents.
Teachers provide parent workshops on math skills for all students.
Student Success Team (SST) meets on an ongoing basis to support students.
A monthly Principal/PTA coffee is held on the last day of the month for parents and community to discuss school successes, areas needing improvement, review of the school's academic and social goals, PTA events, and parent professional development classes.
A parent volunteer handbook was developed with the assistance of the PTA.
A room representative program ensures parent participation.
A bilingual PTA Community Liaison provides two-way communication to Spanish-speaking parents regarding school programs and activities.
Back-to-School Night in the fall helps parents understand the standards appropriate to their student's grade-level and the procedures used to evaluate their student's progress.
Parent-teacher conferences are held in the fall and spring.
For further information, please contact the school principal, Ted Henderson at 408-928-7800.

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	3.34	1.23	0.79	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

To help ensure school safety, all visitors are required to check-in at the school office. In addition, the district provides extra yard duty supervisors. All yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they are well-supervised by staff before, during, and after school.
Safety programs for students include anti-bullying, drug awareness, personal safety, and personal growth.
The San Jose Police Department Community Liaison assists the school principal with families who have truancy and supervision issues. A Student Attendance Review Board (SARB) and a School Site Team are in place to reduce truancy.
Linda Vista Visual and Performing Arts Anchor School has a very detailed, comprehensive school safety plan that 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 and revised annually by the Linda Vista Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The revised plan was last approved in February 2015. 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 Linda Vista Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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	4	1		21	1	5		20	2	4	
1	21	1	4		20	1	2		20	3	2	
2	18	6			19	2	4		19	4		
3	20	3	2		21	1	4		21	1	4	
4	34		1	2	33		1	2	31		2	1
5	35			3	27		4		35			3
Other	21		1									

* 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)	0.5	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	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	$8,598	$2,360	$6,238	$71,268
District	N/A	N/A	$6,466	$70,088
Percent Difference – School Site and District	N/A	N/A	-3.53%	1.68%
State	N/A	N/A	$5,348	$72,993
Percent Difference – School Site and State	N/A	N/A	16.64%	-2.36%

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

Types of Services Funded (Fiscal Year 2014-15)

Linda Vista School offers intervention programs in reading language arts and mathematics. The teachers identify students' achievement on the California Standards Test (CST) in math and English Language Arts using the five performance levels (far below basic, below basic, basic, proficient, advanced) and provide in-class and before/after school intervention classes that specifically address student needs. Professional staff development is provided in differentiated instructional strategies in reading language arts, math, and English Language Development.
The intervention programs, strategies, and personnel in place include:
Before/afterschool classes in reading, language arts and mathematics in grades K-5
Saturday Academies for grades 2-5
Before/afterschool Homework Center in grades 1-5
Daily independent workshop time provides teachers the opportunity to work with individual and small groups of students for thirty to forty minutes using the Intervention Guides or the re-teach sections of Imagine It!
Language! classes are provided to students in grades 3–5 who are reading two or more grade levels below in reading language arts
Flexible instructional grouping for English learners, Gifted and Talented Education (GATE) students, and under-performing students to allow for remediation and enrichment for a fifty minute block of time on a daily basis
Instructional materials are used to teach students test-taking strategies
Small group intervention classes are held for grades K-5 during choir two - four times a week
The following categorically funded services and personnel are utilized to help under-performing students meet state standards:

A full-time resource teacher
A school-wide rewards system to recognize student achievement, effort, attitude, and good attendance
BEST - (Building Effective Schools Together) behavior modification/recognition program
Little Heroes recess supervision program
Think Together offers daily after-school homework center
Intervention programs for students at-risk

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.

At Linda Vista School, school-wide staff development is promoted to maximize student learning in reading, language arts, and mathematics. Staff development activities are specifically aligned with the content standards, student assessment, and professional needs. A district academic liaison provides feedback and advice to the principal and vice principal. The professional development activities focused on standards-based instructional practices.

The administrators and teachers participated in State mandated principal leadership and teacher curriculum workshops. The staff received training on the use of multiple assessments to monitor academic achievement for all students in reading, language arts, and mathematics. The administration, two teachers, bilingual paraeducator, library assistant, and Special Education paraeducator received training on how to administer the CELDT and interpret results. Non-CLAD certificated teachers receive training to prepare for the Cross-Cultural Language Academic Development (CLAD) Test. Teachers and the principal received training on the Step-Up-to-Writing program. Teachers engaged in grade-level meetings that focused on standards-based instructional programs. New teachers received BTSA training.