Learning in an Urban Community with High Achieveme
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Learning in an Urban Community with High Achieveme
Street	1711 East San Antonio St
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-8300
Principal	Kristin Burt
E-mail Address	kristin.burt@arusd.org
Web Site	www.arusd.org/Domain/671
CDS Code	43693690107748

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Description and Mission Statement (School Year 2017-18)

Welcome to L.U.C.H.A. where we are Learning in an Urban Community with High Achievement! L.U.C.H.A. is a small school of choice. There are four core values that are non-negotiable. The core values are: RESPECT, RESPONSIBILITY, COMPASSION and HARD WORK. Students at L.U.C.H.A. are expected to excel. HIGH EXPECTATIONS are built into the school culture. We are preparing students with the necessary skills for them to be successful in top quality high schools, colleges and the competitive world beyond. However, we also know that this cannot be done in isolation. Each student, parent, family and staff member must work collaboratively to ensure this success. At L.U.C.H.A., parent participation is not an afterthought, it is an expectation. If you want the very best for your child and want to learn more about L.U.C.H.A., please feel free to contact me or any of our staff members.

I look forward to sharing the enthusiasm and love of learning that has come to characterize L.U.C.H.A. Please feel free to contact the principal or any staff member.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	59
Grade 1	42
Grade 2	46
Grade 3	47
Grade 4	55
Grade 5	40
Total Enrollment	289

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	7.6
Filipino	1
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.7
White	0.7
Two or More Races	1
Socioeconomically Disadvantaged	88.6
English Learners	51.9
Students with Disabilities	6.2
Foster Youth	0.7

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	13	13	13	490
Without Full Credential	0	2	2	45
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2016

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

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure that 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.

The building in which L.U.C.H.A. resides was built in 1966. School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. In the event that asbestos and lead containing building materials are found, they are managed and removed according to EPA and State and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projected are completed in a timely manner.

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 Union Elementary School District maintenance staff, in conjunction with day and night custodians, ensures 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.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they well-supervised by staff before, during, and after school.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** December 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	40	39	40	48	48
Mathematics (grades 3-8 and 11)	29	33	30	33	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	141	97.92	39.72
Male	64	64	100	21.88
Female	80	77	96.25	54.55
Black or African American	--	--	--	--
Asian	14	14	100	57.14
Filipino	--	--	--	--
Hispanic or Latino	124	121	97.58	38.84
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.44	36.51
English Learners	101	98	97.03	35.71
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	144	100	33.33
Male	64	64	100	31.25
Female	80	80	100	35
Black or African American	--	--	--	--
Asian	14	14	100	50
Filipino	--	--	--	--
Hispanic or Latino	124	124	100	32.26
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	128	100	30.47
English Learners	101	101	100	32.67
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	30	39	47	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	23.1	33.3

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

L.U.C.H.A. operates under the premise that the teachers, parents, and students must work together as partners to create a quality education. Parents are a vital part of this partnership and will have many opportunities to participate in their child's education. L.U.C.H.A. involves parents as key stakeholders in the school. Parents have been an integral part of the school community from its inception. Parents are a critical component of L.U.C.H.A. because they ensure that the school is not invested solely in educators or teachers. Rather, the school is invested in parents, families, and directly with the community. Parents participate in the leadership and governance of the school and make various other commitments to L.U.C.H.A. The commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.

In addition, volunteer hours are required from parents. Parents and families are required to fulfill 30 volunteer hours per year. These volunteer hours may be fulfilled through volunteering at the school, attending community meetings, participating in activities at school, attending school events on weeknights or weekends, and helping in other ways as needs arise. Parents are encouraged to participate in our Epic Builds where the students showcase the computer science projects they have created. Other opportunities for parent involvement include participation in the Parent Leader Group, School Site Council, Los Dichos reading program, attendance at principal's coffees, family literacy and celebration nights, and chaperoning of local field trips.

Building strong links with the local community is crucial to L.U.C.H.A.'s success. L.U.C.H.A. seeks to collaborate with individuals and organizations in the community that are dedicated to helping students obtain their academic goals. The school has developed opportunities to involve members of the community in a variety of levels. The school's volunteer program is composed of community members, the business community, college students, high school students, and parents. Volunteers perform duties that include reading with students, small group tutorials, office assistance, and serving as guest presenters during life skills classes. Additionally, members from various community organizations may be invited to teach after school classes. The school partners with various community organizations for community service projects. Community members also have an opportunity to participate in the governance of the school.
To learn more about opportunities to be involved, please call the school's principal, Kristin Burt, at 408-928-8300.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	3.2	3.1	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

L.U.C.H.A. Elementary School has a very detailed, comprehensive 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 developed by the L.U.C.H.A. Safety Committee before it is annually presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The revised plan was last approved in December 2017. 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 are calendared and completed, and the results are shared with the staff. The L.U.C.H.A. Safety Plan has a comprehensive, enforceable, and continuous: Behavior Policy, Rules and Regulations, Dress Code Policy, Protocols for Safety/Emergency Drills, Tardy Policy, Attendance Policy, Referral Policy, and Nondiscriminatory Policy on Student Rights and Responsibilities.

Our comprehensive approach to creating safe and effective schools includes four components that interact and affect the safety of the whole campus. The four components are the personal characteristics of students, school, community and staff, the school's physical environment, the school's social environment, and the school's culture.

It is difficult, if not impossible, to create a safe school plan without a clear knowledge of the students, families, and staff who will present themselves at the school on a daily basis. Personal characteristics that are considered include the ethnic and cultural backgrounds and expectations, health concerns, life experiences, and unique qualities that students and staff bring to the school.

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.

Federal Intervention Program (School Year 2017-18)

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	30.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		2		23		2		20	1	2	
1	21		2		21	1	1		21		2	
2	21		2		22		2		23		2	
3	21		2		22		2		24		2	
4	25		1		26		1		25		2	
5	25		2		25		2		23		2	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,003	$2,472	$6,531	$56,599
District	N/A	N/A	$6,466	$80,761
Percent Difference: School Site and District	N/A	N/A	1.0	-29.9
State	N/A	N/A	$6,574	$78,363
Percent Difference: School Site and State	N/A	N/A	-0.7	-27.8

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

Types of Services Funded (Fiscal Year 2016-17)

L.U.C.H.A. School provides the following program services to enable under-performing students to meet standards:
Teachers identify at-risk or low-performing students and provide in-class and after school interventions in addition to enrichment programs.

After-school intervention occurs across all grade levels.
L.U.C.H.A. invests in the implementation of the YMCA after-school program, which includes at least one hour of homework time as well as opportunities for enrichment, physical education, and lessons based upon the Common Core State Standards. Training is provided in differentiated instructional strategies and practices in reading, math, and writing.

The School Leader/Principal of L.U.C.H.A. regularly observes classrooms and the learning that occurs in these classrooms. In addition, the Instructional Leadership Team works to provide teachers with professional development that will help teachers meet academic goals for students.

All students have high expectations of achievement in the class and the teachers will maintain these high expectations daily. Effective practices are used in the YMCA after-school program to help under-performing students meet standards.

Teachers plan class and family educational trips to motivate students and improve reading and writing abilities and to enhance students' experiences.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,010	$48,678
Mid-Range Teacher Salary	$82,527	$78,254
Highest Teacher Salary	$96,202	$96,372
Average Principal Salary (Elementary)	$121,232	$122,364
Average Principal Salary (Middle)	$131,159	$125,958
Average Principal Salary (High)		$126,758
Superintendent Salary	$205,528	$212,818
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

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)

Staff development supports the schools mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Teachers are provided time to collaborate with their colleagues to engage in curricular mapping and backwards planning to ensure instruction is most effective.

Staff regularly engage in results oriented cycles of inquiry to determine how to best meet student needs. This work is driven by the site's Instructional Leadership team and carried out at both whole group staff meetings and ongoing grade level collaboration meetings.

The integration of technology has been a major focus for the LUCHA staff and teacher have engaged in a number of learning opportunities in this area, including our most recent partnership with Code to the Future in which LUCHA teachers have been trained to integrate computer science instruction into their classroom. Previously LUCHA teachers had participated in the Leading Edge Digital Educator certification process. In addition, the staff has received professional development in various teaching strategies such as EL Achieve's Constructing Meaning and Buck Institute's Project-based learning.

Teachers will also observe each other and other excellent teachers in the community and will receive regular feedback on their performance, goals, and growth from the School Leader/Principal. Teachers will consistently exchange best practices with each other and teachers at similar schools.