

Lyndale Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Lyndale Elementary School
Street	13901 Nordyke Drive
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-7900
Principal	Paula McHale Alli
E-mail Address	paula.alli@arUSD.org
Web Site	www.arUSD.org/Domain/190
CDS Code	43-69369-6046221

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 2018-19)

Our mission is that all students meet or exceed grade level standards on the Common Core State Standards. We want our students to achieve to their fullest potential, develop into confident and caring citizens, and apply their knowledge to everyday life situations. We believe all students can attain 21st century skills and be prepared for success in college and careers. We believe that all students are capable of learning and becoming contributing members of our global society.

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

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	90
Grade 1	58
Grade 2	51
Grade 3	54
Grade 4	66
Grade 5	76
Total Enrollment	395

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	7.3
Filipino	4.8
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.5
White	1.8
Socioeconomically Disadvantaged	86.3
English Learners	51.4
Students with Disabilities	7.3
Foster Youth	0.5

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	19	20	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- 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/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	Rm.-B3: Carpet coming up edge by tile. Rm.H6: Carpet is very bad. Rm.H5: Carpet very bad and bubbly. Rm.H4: Carpet is very bad. Rm.H3: Carpet bubbles. Rm.H2: Carpet bubbles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Rm.H6: Roaches problem. Rm.H5: Coaches problem. Rm.H4: Roach problem. R.H3: Roaches problem. Rm.E4: Roaches problem.
Electrical: Electrical	Good	Rm.-B3: Three Lights out. Rm.E2: Five lights inside out.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Rm. Boys' restroom C-wing: Handicap toilet not draining. Rm.C4: Drinking fountain does not work.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Rm.-K3 Portable: No First Aid Kit.
Structural: Structural Damage, Roofs	Good	Rm.-K3 Portable: Damage to outside paneling. Rm.H3: Siding ground building rotten. Rm.H2: Siding around building rotten.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Rm.K1: Trip hazards on asphalt. Rm.K2: Trip hazards on asphalt. Rm. Girls' restroom C-wing: One window does not close/lock. off. Rm. Main Playground: Playground is missing bolts. Rm. Main Playground: Paint coming off.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Fair

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	47.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	35.0	33.0	33.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	189	96.92	46.56
Male	96	93	96.88	43.01
Female	99	96	96.97	50.00
Black or African American	--	--	--	--
Asian	13	13	100.00	46.15
Filipino	--	--	--	--
Hispanic or Latino	166	160	96.39	44.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	171	96.61	43.27
English Learners	143	137	95.80	42.34
Students with Disabilities	11	11	100.00	27.27
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	194	99.49	34.54
Male	96	96	100	35.42
Female	99	98	98.99	33.67
Black or African American	--	--	--	--
Asian	13	13	100	53.85
Filipino	--	--	--	--
Hispanic or Latino	166	165	99.4	30.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	30.11
English Learners	143	142	99.3	33.8
Students with Disabilities	11	11	100	27.27
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	24.4	21.8

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 (School Year 2018-19)

At Lyndale we provide many opportunities for parents to participate. We have parenting classes for parents and will start an English class in January. We have had Back-to-School Night, and will have an Open House in May that will include an Art Show and performances by our Mariachi band and choirs. Parents are involved in School Site Council, ELAC, and once a month Parent Coffees. We also have a monthly coffee for our parents with students in our three preschool classes and one TK/Kinder class for children with autism. Parents support school activities and chaperone field trips. We have parents attending DELAC and DAC meetings at the district. A newsletter in English and Spanish is sent home one to two times a month and we have frequent updates via parent link. We have a Science/Math Night and a Literacy Night planned for later in the school year. Lyndale is part of the Visual and Performing Arts (VAPA) cluster and there are two showcases a year. We have a long standing tradition of parents coming to school for lunch with their students. On rainy days, tables are set aside for parents in the cafeteria. We take pride in having an office that is always welcoming and open to parents. Our community liaison works diligently to involve parents in school activities and in district activities.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.0	0.0	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	14	5			19	3	2		18	3	2	
1	22		2		22		2		23		2	
2	22		3		25		2		24		2	
3	24		4		24		3		24		3	
4	31		2		32		2		33			2
5	27		3		29		3		25		3	

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

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

Academic Counselors and Other Support Staff (School Year 2017-18)

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	.4	N/A
Resource Specialist (non-teaching)	.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,943.52	\$2,278.95	\$3,664.58	\$78,373
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-4.2
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-1.3

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

The San Jose City After-School Program provides homework support and after-school care

Little Heroes provides structured and instructed game time, build leadership with fourth and fifth graders, encourage responsibility, and peer cooperation through physical activity.

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

Lyndale has an instructional coach that we share with another school. .

Staff training and updating of technology which supports teachers in raising the level of achievement of our students scoring below proficiency levels

School subscriptions to online educational resource programs such as Accelerated Reader, iReady, Splash Math.

Analysis of data by our teachers, in collaboration with our Title I Instructional Coach, to monitor the progress of our at-risk students and our English learners in order to recommend changes in teaching strategies in cases where students fall behind.

Parent workshops relating to parenting, student academic success, English language classes, and student and family health class.

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

Library books and library time and related materials to facilitate learning and to enrich the curriculum

Student field trips and assemblies

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154
Average Principal Salary (Elementary)	\$119,374	\$125,899
Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

Lyndale's primary area of focus for staff development for 2018/2019 is on Math. We want 50% of our students to be at or above grade level on iReady Math at the end of the year. We want our third, fourth, and fifth graders to gain 10% on the SBAC. We want to redesignate students before the end of fourth grade.

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

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