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Edenvale Elementary

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

About   Conditions   Outcomes   Engagement   Other

Address:

285 Azucar Ave.
San Jose, CA , 95111-2902

Principal:

Mr. Ryan Haven, Principal

Phone:

(408) 227-7060

Grade Span:

K-6

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Mr. Ryan Haven, Principal

Principal, Edenvale Elementary

About Our School

Contact

Edenvale Elementary
285 Azucar Ave.
San Jose, CA 95111-2902

Phone: (408) 227-7060
Email: rhaven@ogsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

jmanzo@ogsd.net

Website

www.ogsd.net

School Contact Information (School Year 2021—2022)

School Name

Edenvale Elementary

Street

285 Azucar Ave.

City, State, Zip

San Jose, CA , 95111-2902

Phone Number

(408) 227-7060

Principal

Mr. Ryan Haven, Principal

Email Address

rhaven@ogsd.net

Website

https://edenvale.ogsd.net

County-District-School (CDS) Code

43696256048128

Last updated: 1/28/22

School Description and Mission Statement (School Year 2021—2022)

At Edenvale, our vision is for our students to become not only college-bound and career ready, but also life-long learners, 21st century leaders, and productive global
citizens. Our mission is to close the achievement gap by developing high-achieving students, effective communicators, and skilled problem solvers.
At Edenvale School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each
student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and
effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective
teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development.
This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus
expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good
intentions into strong results for students. As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person
instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction
primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability
Plan and Learning Continuity Plan for the 2020-21 School Year. At Edenvale, we have adapted to ensure that our students continue to learn at high levels. Our teachers maintain rigorous, relevant, and engaging instruction through google classroom and google meets. Students are expected to participate and meet grade level common core expectations.
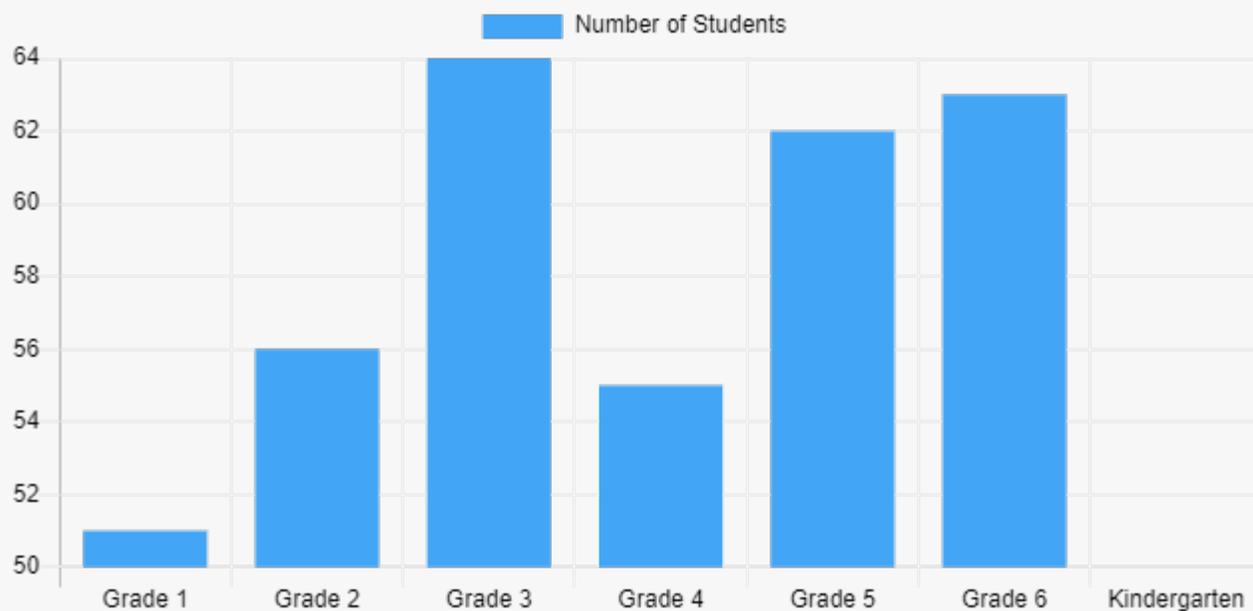We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis.

Last updated: 1/28/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students

Grade 1	51
Grade 2	56
Grade 3	64
Grade 4	55
Grade 5	62
Grade 6	63
Kindergarten	50
Total Enrollment	401

Last updated: 1/28/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	50.50%
Male	49.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Asian	8.50%
Black or African American	2.40%
Filipino	0.50%
Hispanic or Latino	87.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	0.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	56.90%
Foster Youth	0.00%
Homeless	0.50%
Migrant	3.30%
Socioeconomically Disavantaged	63.70%
Students with Disabilities	8.50%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	

Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA)	Yes	0%

	Adopted 2015 3-8: Expeditionary Learning Adopted 2015		
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0%
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

Edenvale FIT inspection was completed July 2021 and received a Good rating. Work orders have been

generated and completed for minor electrical issues.

Last updated: 1/24/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
Interior: Interior Surfaces	Good	No issues.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Fair	Three lighitng ballast issues were reported and have been replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Maintenance repaired a leaking toilet.
Safety: Fire Safety, Hazardous Materials	Good	No issues.
Structural: Structural Damage, Roofs	Good	No issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

Overall Facility Rate

Year and month of the most recent FIT report: July 2021

Overall Rating	Good

Last updated: 1/24/22

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most

viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year

data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/28/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	NT	NT	NT	NT
Female	123	NT	NT	NT	NT
Male	133	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	226	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	167	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0

Student Group					
Socioeconomically Disadvantaged	188	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	29	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/28/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	NT	NT	NT	NT
Female	123	NT	NT	NT	NT
Male	133	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	226	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	167	NT	NT	NT	NT

Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	188	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	29	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/28/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	256	241	94	6	24
Female	123	113	92	8	28
Male	133	128	96	4	20
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95	5	57
Black or African American	5	4	80	20	75
Filipino	2	2	100	0	0
Hispanic or Latino	225	212	94	6	20

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	1	1	100	0	0
White	1	1	100	0	100
English Learners	166	156	94	6	10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	42	86	14	19
Students Receiving Migrant Education Services	23	23	100	0	4
Students with Disabilities	32	29	91	9	10

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	256	240	94	6	11
Female	123	117	95	5	12

Male	133	123	92	8	11
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95	5	33
Black or African American	5	4	80	20	75
Filipino	2	2	100	0	0
Hispanic or Latino	225	211	94	6	8
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	1	1	100	0	0
White	1	1	100	0	100
English Learners	166	157	95	5	4
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	98	95	5	8
Students Receiving Migrant Education Services	23	22	96	4	17
Students with Disabilities	29	26	90	10	8

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/28/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	NT	NT	NT	NT
Female	42	NT	NT	NT	NT
Male	30	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	62	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT

White	--	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/28/22

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 area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/26/22

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	437	91	20.8
Female	221	217	39	18.0
Male	223	220	52	23.6
American Indian or Alaska Native	36	36	0	23.6
Asian	0	0	0	0.0
Black or African American	11	10	2	20.0
Filipino	0	0	0	0.0
Hispanic or Latino	390	384	87	22.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7

White	2	2	0	0.0
English Learners	283	280	56	20.0
Foster Youth	1	1	1	100.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	332	327	79	24.2
Students Receiving Migrant Education Services	14	14	0	0.0
Students with Disabilities	51	49	11	22.4

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.56%	0.00%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020

Suspensions	0.00%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/28/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0

Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

EDENVALE ELEMENTARY SCHOOL
Safety Plan Goals
Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)
While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include: Mental Health Data
State, District or Site Surveys (such as the Youth Risk Behavior Survey)
Disciplinary Data
Community Police Data

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.
The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.
In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.
The year-end assessment should be completed in May and reported.

EDENVALE ELEMENTARY SCHOOL

GOAL 1: Establish systems and protocols to maintain the safety of all students and staff as we reopen schools during the COVID pandemic.

Strategy 1.1: Canopies provided for outdoor lunch and social distancing procedures at lunch

Assessment 1.1: Canopies installed in designated areas.

Strategy 1.2: Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID 19 or exhibits symptoms of COVID-19

Assessment 1.2: Protocol provided to staff and community.

Strategy 1.3: Use of signage, physical barriers, arrival/departure times to maintain physical distancing.

Assessment 1.3: Purchase and implementation of needed materials. Map with detailed plan of use of signage, physical barriers with plan for arrival/departure developed, posted and distributed.

Strategy 1.4: Staff and students will be trained on proper hand washing and use of sanitizer to take place several times a day with sanitizer stations throughout the school campus. Hand sanitizer is provided.

Assessment 1.4: Training scheduled and presented to staff and students on the first day of school.

Strategy 1.5: Students will be asked to wear face coverings throughout the day in their classrooms. Extra masks are provided as needed.

Assessment 1.5: Protocol communicated and posted to families, students and staff.

Strategy 1.6: Only essential visitors with COVID vaccine on campus

Assessment 1.6: Schedule developed and visitor/volunteer protocol communicated to families and community.

Strategy 1.7: Students sent home with any symptoms placed in an isolation area.

Assessment 1.7: Protocol developed and shared with the community.

Strategy 1.8: Designated play areas to maximize social distancing

Assessment 1.8: Map with designated play areas.

Strategy 1.9: Water fountains turned off and water filling stations available throughout the school campus.

Assessment 1.9 Map showing water filling stations throughout campus.

Strategy 1.9: Mandated testing for exposed students. Bay PLS rapid response testing for close contacts provided.

Assessment 1.9 Information sent out to the community regarding Bay PLS.

Baseline Data 1.1: Since COVID-19 this is the first year returning to school, there is no baseline data to follow.

Comments:

GOAL 2: School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

Strategy 2.1: Each class will receive a bin, along with a gallon sized zip top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC.

Assessment 2.1: Confirm storage of classroom bings with zip top bags for every student by October.

Strategy 2.2: Updated materials include Rescue Backpacks and First Aid Supplies that are replaced every 5 years including such items as band aids, bandages, etc.

Assessment 2.2: Verify items have been delivered and placed in the ARCC by January.

Baseline Data 2.1 /2.2: ARCC materials are replaced on a rotating basis.

GOAL 3: Provide mental health support for students.

Student Services Pyramid : click on your school

Strategy 3.1: Mental Health Intern support for 2 days a week

Strategy 3.2: Social Worker Intern support for 3 days a week.

Strategy 3.3: Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Alum Rock Counseling

Strategy 3.4: Almaden Valley supports for 2 days a week.

Strategy 3.5: Parents and students can be referred through Care Solace

Assessment 3.1 through 3.6: Number of students being served by mental health support systems.

Strategy 3.6: Professional Learning Community focus on the following strategies:

Empathy interviews

Morning meetings

SEAL Toolkit

SEL Lessons

Strategy 3.7: Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

Assessment 3.7: Connectedness and Belonging Survey Results

Baseline Data 2.1 /2.2: We don't have any baseline data since this is our first year providing such a variety of mental health support.

Last updated: 1/28/22

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) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	1	3	
1	22.00	2	1	
2	26.00		3	
3	24.00		3	
4	26.00		2	

5	32.00		2
6	30.00		2
Other**			0

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		3	
1	20.00	2	1	
2	20.00	2	1	
3	27.00		3	
4	28.00		2	
5	29.00		1	
6	30.00		2	
Other**	27.00		2	

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		2	

1	25.00		2
2	21.00	1	1
3	22.00		2
4	25.00		2
5	30.00		2
6	25.00		2
Other**	26.00		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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.20
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.50
Other	0.00

Last updated: 12/31/99

* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11955.00	$3691.00	$8264.00	$77397.00
District	N/A	N/A	$8460.00	$85750.00
Percent Difference – School Site and District	N/A	N/A	-1.57%	-6.95%
State	N/A	N/A	$8443.83	$85863.00
Percent Difference – School Site and State	N/A	N/A	-1.44%	-7.04%

Last updated: 1/28/22
Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

A full time literacy coach and half time English learner teaching partner will provide ongoing coaching support to teachers. Students will receive extra support through
an afterschool ELD program. The school/district will provide a wide variety of free counseling resources to families. The focus of service is for students in grades TK8 who may be experiencing any of the following: difficult situations at home or in school, depression, continued academic failure. The school will ensuring teachers are monitoring so that students engagement so they have access to the curriculum. Distribution of materials through distribution pick up days. The school will provide online tutoring through Boys and Girls Club. Reading skills will be bolstered through online reading platforms (e.g., Epic, Reading A-Z, iReady). Our one-way immersion bilingual program bridges the gap between English Only and Bilingual community. Additionally, the Edenvale provides hands-on activities to enable students have access to the curriculum as well as support from ELD instructional assistant to support student groups as well as parent groups. Communication and
from the community liaison to the families will be consistently provided as will home deliveries to families needed. Edenvale will develop a specific outreach plan that is consistently meeting with the

families that are in need so we can find opportunities to support in the areas of need (wrap around plans). Finally, chromebooks and oher technology resources will be utilized for communication (e.g. parent Square, google translate).
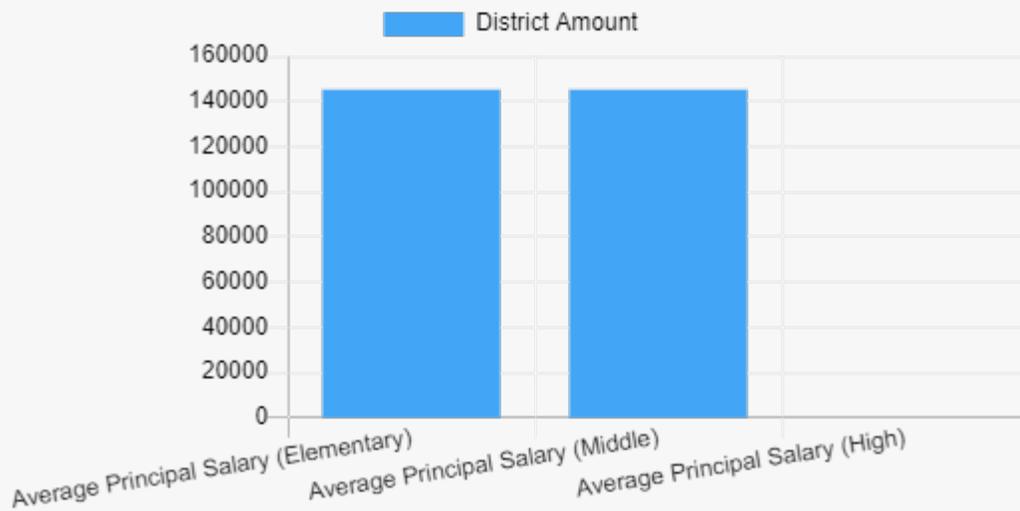
Last updated: 1/28/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53709.00	$52060.00
Mid-Range Teacher Salary	$84060.00	$84043.00
Highest Teacher Salary	$103129.00	$107043.00
Average Principal Salary (Elementary)	$141017.00	$133582.00
Average Principal Salary (Middle)	$145187.00	$138803.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$298043.00	$240628.00
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
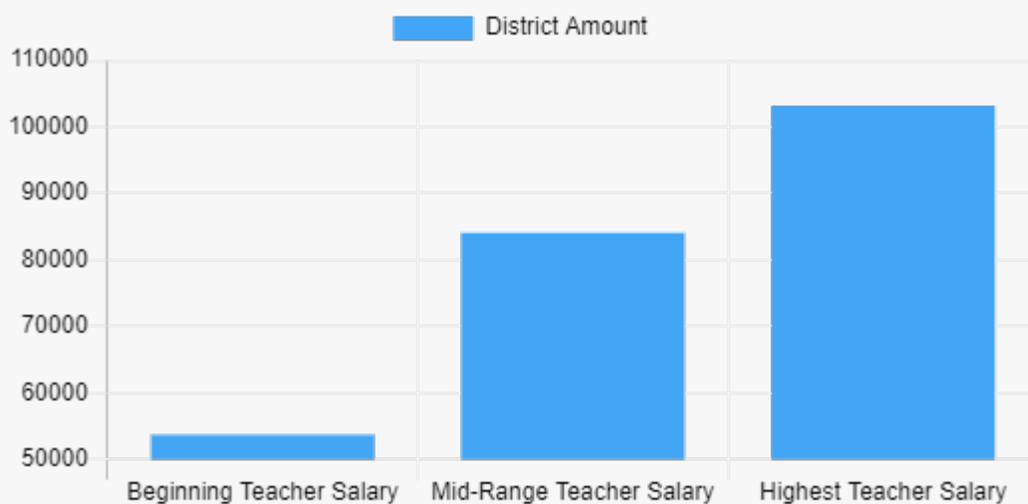
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Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.
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.

Last updated: 1/27/22

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0

Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/28/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6181	5771	93	7	56
Female	3006	2806	93	7	60
Male	3175	2965	93	7	52
American Indian or Alaska Native	12	11	92	8	64
Asian	1334	1292	97	3	78
Black or African American	192	170	89	11	42
Filipino	412	398	97	3	71
Hispanic or Latino	2960	2674	90	10	39
Native Hawaiian or Pacific Islander	59	57	97	3	40
Two or More Races	293	284	97	3	70
White	910	876	96	4	68

English Learners	1275	1168	92	8	17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	751	91	9	27
Students Receiving Migrant Education Services	45	43	96	4	2
Students with Disabilities	903	809	90	10	23

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6192	5833	94	6	41
Female	3011	2843	94	6	41
Male	3181	2990	94	6	40
American Indian or Alaska Native	12	11	92	8	36

Asian	1336	1300	97	3	72
Black or African American	192	172	90	10	26
Filipino	413	402	97	3	52
Hispanic or Latino	2964	2708	91	9	21
Native Hawaiian or Pacific Islander	59	57	97	3	14
Two or More Races	294	286	97	3	52
White	913	888	97	3	50
English Learners	1278	1170	92	6	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	758	92	8	16
Students Receiving Migrant Education Services	46	42	91	9	13
Students with Disabilities	814	721	89	11	13

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

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