

# Linda Vista Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Linda Vista Elementary School
<b>Street</b>	100 Kirk Avenue
<b>City, State, Zip</b>	San Jose CA, 95127
<b>Phone Number</b>	(408) 928-7800
<b>Principal</b>	Rigoberto Gomez
<b>Email Address</b>	rigoberto.gomez@arUSD.org
<b>School Website</b>	<a href="http://lindavista.arUSD.org">lindavista.arUSD.org</a>
<b>County-District-School (CDS) Code</b>	43693696046213

## 2021-22 District Contact Information

<b>District Name</b>	Alum Rock Union Elementary School District
<b>Phone Number</b>	(408) 928-6800
<b>Superintendent</b>	Hilaria Bauer, Ph.D.
<b>Email Address</b>	<a href="mailto:hilaria.bauer@arUSD.org">hilaria.bauer@arUSD.org</a>
<b>District Website Address</b>	<a href="http://www.arUSD.org">www.arUSD.org</a>

## 2021-22 School Overview

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

### Linda Vista Vision Statement

Linda Vista Elementary is a safe, friendly school where teachers, staff and parents respect each other and work together to provide a challenging educational experience that supports all students through its integration of the visual and performing arts.

We need your continued support and encouragement to assist your child in attending school on a regular basis and arriving on time. Also, helping your child to be responsible for returning schoolwork will lead him/her in the right direction towards a rewarding school year. Your encouragement and praise will give your child the confidence to make wise decisions.

We are confident in our professional abilities and commitment to create an enriching learning experience for your child. We have a wonderful support staff that includes an administrative assistant, a school office assistant, cafeteria staff, custodians, bus drivers, health aide and a librarian to contribute to your child's successful school year.

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	80
Grade 2	76
Grade 3	62
Grade 4	71
Grade 5	79
Total Enrollment	471

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.2
Asian	7.6
Black or African American	0.4
Filipino	4.9
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.9
White	4.9
English Learners	34.8
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	67.1
Students with Disabilities	11.5

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.3	82.8	373.6	75.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	4.3	10.5	2.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	4.3	41.0	8.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	35.7	7.3	12115.8	4.4
<b>Unknown</b>	2.0	8.6	31.8	6.5	18854.3	6.9
<b>Total Teaching Positions</b>	23.3	100.0	492.8	100.0	274759.1	100.0

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.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Studies Weekly 2019- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill/ Study Sync 2017- Middle School	Yes	0
<b>Mathematics</b>	Pearson: enVision Math 2015-Elementary/ CPM 2015- Middle School	Yes	0
<b>Science</b>	Learning A-Z: Science A-Z online 2019-Elementary/ Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
<b>History-Social Science</b>	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
<b>Health</b>	Family Life - Planned Parenthood	Yes	0

## School Facility Conditions and Planned Improvements

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Linda Vista School was built in 1950. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

Informational Technology installed a new public address system that includes a clock and bell component. The results of these renovations have improved our safety and have given us a more modern appearance. We have also improved the number of wireless hubs located throughout the campus.

All students have an electronic device, TK-Kinder students each have a designated IPAD, 1st-5th grade students all have laptops.

**Year and month of the most recent FIT report**

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Rm:K3-4-Loose ceiling tile. . Rm:Faculty Room-Water stains on ceiling tiles. Rm:Health Office-Water stain on ceiling tiles. Rm:32-Water stain on ceiling tiles. Rm:30-Water stain on ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Rm:12-fixture is bent. Rm:13-fixture need covers. Rm:17-box needs cover. Rm:26-Electrical outlet needs cover. Rm:18- no electrical power on outlet (next to door) Rm:5- no electrical power on outlet by the teacher Rm: Kitchen-broken cover fixture
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Rm:28-Faucet leaking Rm:26-water leak under sink Rm:K3-4-need timer for faucet Rm:2- need timer for faucet (kids too little)

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			Rm: Electrical Room: Wires exposed
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm:B5- glass windows cracked Playground: cracked on edges

## Overall Facility Rate

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 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 assessment in 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.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	214	NT	NT	NT	NT
<b>Female</b>	109	NT	NT	NT	NT
<b>Male</b>	105	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	19	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	168	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	60	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	133	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	18	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	214	NT	NT	NT	NT
Female	109	NT	NT	NT	NT
Male	105	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	19	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	168	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	60	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	18	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

All Students	215	189	87.91%	12.09%	46.56%
Female	110	98	89.09%	10.91%	48.98%
Male	105	91	86.67%	13.33%	43.96%
American Indian or Alaska Native	2	1	50.00%	50.00%	
Asian	19	16	84.21%	15.79%	68.75%
Black or African American	2	2	100.00%		50.00%
Filipino	12	11	91.67%	8.33%	45.45%
Hispanic or Latino	169	148	87.57%	12.43%	42.57%

<b>White</b>	11	11	100.00%		72.73%
<b>English Learners</b>	125	108	86.40%	13.60%	41.67%
<b>Homeless</b>	2	1	50.00%	50.00%	
<b>Socioeconomically Disadvantaged</b>	152	130	85.53%	14.47%	39.23%
<b>Students Receiving Migrant Education Services</b>	1	1	100.00%		
<b>Students with Disabilities</b>	19	14	73.68%	26.32%	28.57%

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

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

<b>All Students</b>	215	187	86.98%	13.02%	49.20%
<b>Female</b>	110	97	88.18%	11.82%	47.42%
<b>Male</b>	105	90	85.71%	14.29%	51.11%
<b>American Indian or Alaska Native</b>	2	1	50.00%	50.00%	
<b>Asian</b>	19	15	78.95%	21.05%	86.67%
<b>Black or African American</b>	2	2	100.00%		50.00%
<b>Filipino</b>	12	11	91.67%	8.33%	45.45%
<b>Hispanic or Latino</b>	169	147	86.98%	13.02%	44.90%
<b>White</b>	11	11	100.00%		63.64%
<b>English Learners</b>	125	106	84.80%	15.20%	50.00%
<b>Homeless</b>	2	1	50.00%	50.00%	100.00%
<b>Socioeconomically Disadvantaged</b>	152	129	84.87%	15.13%	44.19%
<b>Students Receiving Migrant Education Services</b>	1	1	100.00%		
<b>Students with Disabilities</b>	19	15	78.95%	21.05%	26.67%

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

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	NT	NT	NT	NT
Female	40	NT	NT	NT	NT
Male	38	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	58	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	18	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

### B. Pupil Outcomes

#### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Linda Vista values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Linda Vista maintains a system of two-way communication and employs a variety of ways to increase stakeholder communication. The School Accountability Report Card is available on the district's website, as well as pertinent school information, including school data and school programs. This information is also available to parents in the Principal's Newsletter, which is written in different languages. Because parent and community participation is essential to student achievement, Linda Vista School provides a number of parent and community involvement opportunities.

To ensure that all parents are directly involved in their children's education, Linda Vista School parents are informed about upcoming events and activities through grade level Platforms, Parent Square, Parent Teacher Association (PTA), and text message updates.

The following resources for parents are in place:

Parentcomputer literacy courses are conducted in Spanish and English at no charge.

Student Success Team (SST) meets on an ongoing basis to support students.

A monthly Principal/PTA coffee is held on the first friday of the month for parents and community to discuss school successes, areas needing improvement, review of the school's academic and social goals, PTA events, and parent professional development classes.

A bilingual PTA Community Liaison provides two-way communication to Spanish-speaking parents regarding school programs and activities.

Back-to-School Night in the fall helps parents understand the standards appropriate to their student's grade-level and the procedures used to evaluate their student's progress.

Parent-teacher conferences are held in the fall and spring.

For further information, please contact the school principal, Rigoberto Gomez at 408-928-7800.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	501	17	3.4
Female	252	245	9	3.7
Male	266	256	8	3.1
American Indian or Alaska Native	1	1	0	0.0
Asian	42	39	0	0.0
Black or African American	2	2	0	0.0
Filipino	24	23	0	0.0
Hispanic or Latino	408	398	15	3.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	11	11	0	0.0
White	27	24	2	8.3
English Learners	183	176	4	2.3
Foster Youth	4	4	2	50.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	343	336	14	4.2
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	64	62	3	4.8

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.89	0.00	2.23	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.60	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

To help ensure school safety, all visitors are required to check-in at the school office. In addition, the district provides extra yard duty supervisors. All yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they are well-supervised by staff before, during, and after school.

PPE is provided to all staff who works on campus during the Coronavirus Pandemic. All staff members and parents are required to wear face coverings when on campus.

Parents are not allowed in the office, during this time there is a table provided outside the front office where parents can drop off materials. Sanitizing of restrooms and common areas are done multiple times a day.

Safety programs for students include anti-bullying, drug awareness, personal safety, and personal growth.

The San Jose Police Department Community Liaison assists the school principal with families who have truancy and supervision issues. A Student Attendance Review Board (SARB) and a School Site Team are in place to reduce truancy. Linda Vista Visual and Performing Arts Anchor School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is reviewed and revised annually by the Linda Vista Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The revised plan was last approved in February 2015 and is currently being updated. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills (earthquake, fire, safety) are calendared and completed, and the results are shared with the staff.

The Linda Vista Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	2	
1	23		2	
2	25		4	
3	24		4	
4	33		1	1
5	29		3	
6				
Other	16	1		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5	2	
1	23		3	
2	24		2	
3	25		3	
4	31		3	
5	33		1	
6				
Other	16	1	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	3	
1	24		3	
2	24		3	
3	21	1	1	
4	31		2	
5	30		2	
6				
Other	20	1	2	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,141	\$6,387	\$7,754	\$98,574
District	N/A	N/A	\$1,148.34	\$90,674
Percent Difference - School Site and District	N/A	N/A	148.4	8.3
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-8.5	13.8

## 2020-21 Types of Services Funded

Linda Vista School offers intervention programs in reading language arts and mathematics. The teachers identify students' achievement on the Smarter Balanced Assessment in math and English Language Arts for students in 3rd - 5th grade using the four performance levels (standard not met, standard nearly met, standard met, standard exceeded) and provide in-class and before/after school intervention classes that specifically address student needs. Professional staff development is provided in differentiated instructional strategies in reading language arts, math, and English Language Development.

The intervention programs, strategies, and personnel in place include: Extended Duty offered to teachers for afterschool classes in reading, language arts and mathematics in grades TK-5th.

Homework and Enrichment support provided TK-5th by our ASES partner Think Together.

Daily independent workshop time provides teachers the opportunity to work with individual and small groups of students for thirty to forty minutes using the Intervention Guides or the re-teach sections of BenchMark Advance.

Instructional materials are used to teach students test-taking strategies

Small group intervention classes are held for grades K-5 during choir two - two times a week

The following categorically funded services and personnel are utilized to help under-performing students meet state standards:

A school-wide rewards system to recognize student achievement, effort, attitude, and good attendance BEST - (Building Effective Schools Together) behavior modification/recognition program

Think Together offers daily after-school homework center Intervention programs for students at-risk.

Grade Level Incentive Assemblies to promote positive behaviors and to reward student effort.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$59,197	\$52,060
<b>Mid-Range Teacher Salary</b>	\$92,160	\$84,043
<b>Highest Teacher Salary</b>	\$109,665	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$121,783	\$133,582
<b>Average Principal Salary (Middle)</b>	\$134,266	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$218,543	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	36%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

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

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

Afterschool Staff Meetings, 1 hour each week are utilized to share best practices to help support teachers in achieving school wide goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	

# Alum Rock Union Elementary School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC 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. 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.

## 2021-22 District Contact Information

<b>District Name</b>	Alum Rock Union Elementary School District
<b>Phone Number</b>	(408) 928-6800
<b>Superintendent</b>	Hilaria Bauer, Ph.D.
<b>Email Address</b>	hilaria.bauer@arusd.org
<b>District Website Address</b>	www.arusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5587	NT	NT	NT	NT
<b>Female</b>	2708	NT	NT	NT	NT
<b>Male</b>	2879	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	18	NT	NT	NT	NT
<b>Asian</b>	663	NT	NT	NT	NT
<b>Black or African American</b>	64	NT	NT	NT	NT
<b>Filipino</b>	294	NT	NT	NT	NT
<b>Hispanic or Latino</b>	4349	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	25	NT	NT	NT	NT
<b>Two or More Races</b>	88	NT	NT	NT	NT
<b>White</b>	86	NT	NT	NT	NT
<b>English Learners</b>	1782	NT	NT	NT	NT
<b>Foster Youth</b>	21	NT	NT	NT	NT
<b>Homeless</b>	54	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	4446	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	38	NT	NT	NT	NT
<b>Students with Disabilities</b>	774	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5588	NT	NT	NT	NT
<b>Female</b>	2709	NT	NT	NT	NT
<b>Male</b>	2879	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	18	NT	NT	NT	NT
<b>Asian</b>	663	NT	NT	NT	NT
<b>Black or African American</b>	64	NT	NT	NT	NT
<b>Filipino</b>	294	NT	NT	NT	NT
<b>Hispanic or Latino</b>	4350	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	25	NT	NT	NT	NT
<b>Two or More Races</b>	88	NT	NT	NT	NT
<b>White</b>	86	NT	NT		NT
<b>English Learners</b>	1783	NT	NT	NT	NT
<b>Foster Youth</b>	21	NT	NT	NT	NT
<b>Homeless</b>	54	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	4447	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	38	NT	NT	NT	NT
<b>Students with Disabilities</b>	774	NT	NT	NT	NT