

Lyndale Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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

For more information about the LCFF or the 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.

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.

2022-23 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	Kasturi Basu
Email Address	kasturi.basu@arUSD.org
School Website	https://lyndale.arUSD.org/
County-District-School (CDS) Code	43-69369-6046221

2022-23 District Contact Information

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

2022-23 School Overview

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 ELPAC 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 Balanced Assessment.

We have a positive school climate by believing in a Growth Mindset, incorporating Kimochis, PBIS, MTSS 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.

Our mission is all students will be successful in mastering the common core standards for their grade level, achieve their best potential, develop into confident and caring citizens, and aptly apply their knowledge in everyday life situations. Our goal is to prepare our students to become problem solvers, critical thinkers, self-directed learners, and confident, compassionate, contributing members of our global society. We believe all students will experience this future-focused learning experience through 21st century skills, using VAPA and STEAM curriculum to be prepared for success in their college and career path.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	49
Grade 2	38
Grade 3	47
Grade 4	48
Grade 5	42
Total Enrollment	289

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.0
Asian	6.9
Black or African American	0.0
Filipino	5.5
Hispanic or Latino	82.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.8
White	1.0
English Learners	55.7
Foster Youth	0.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	84.8
Students with Disabilities	9.0

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

2020-21 Teacher Preparation and Placement

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)	13.30	90.86	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	2.32	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.70	7.26	12115.80	4.41
Unknown	1.00	6.82	31.80	6.46	18854.30	6.86
Total Teaching Positions	14.60	100.00	492.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	15.10	100.00	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.20	5.19	11953.10	4.28
Unknown	0.00	0.00	27.50	5.66	15831.90	5.67
Total Teaching Positions	15.10	100.00	487.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.10	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm: Copy Room - Water stains on ceiling tile Rm: Staff Room - Water damage on ceiling tiles Rm: Cafeteria - Water stain on ceiling tile Rm: Stage - Water stain on ceiling tile

School Facility Conditions and Planned Improvements

			<p>Rm: Restroom - Tile on the floor is lose / carpet is torn and wrinkled</p> <p>Rm: H6 - Carpet is wrinkled and torn</p> <p>Rm: H5 - Carpet is wrinkled and torn</p> <p>Rm: H4 - Carpet is wrinkle and torn</p> <p>Rm: H2 - Wrinkled carmet and torn in the middle / sime tiles are broken</p> <p>Rm: E3 - Part of the wall is peeling by the sink</p> <p>Rm: D2 - Trip hazard on the floor, missing board from floor to carpet cracked / tile is broken</p> <p>Rm: D4 - Missing board from floor to carpet / cracked tile on the floor by the door</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Rm: Boys restroom - is used as a storage
Electrical	X		Rm: H6 - Data wires are exposed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Rm: Copy Room - The faucet leaks</p> <p>Rm: H6 - Fountain faucet needs more pressure</p> <p>Rm: E - Fountain faucet does not have water</p> <p>Rm: E1 - Fountain faucet leaking</p> <p>Rm: E3 - Water faucet has much pressure</p> <p>Rm: Boys restroom - missing cap for one faucet</p> <p>Rm: D1 - Need more pressure on the fountain faucet</p> <p>Rm: D3 - Faucet is broken</p> <p>Rm: D4 - Meed to open fountain faucet</p> <p>Rm: B2 - Fountain faucet has much pressure</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Rm: Playground - needs a slide
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Rm: K1 - Going out to the playgrund the asphalt has many cracks can be potential hazard</p> <p>Rm: H2 - There is a hole on the grass</p> <p>Rm: E2 - Door is hard to open and does not close correctly</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	23	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	128	94.81	5.19	27.34
Female	67	65	97.01	2.99	32.31
Male	68	63	92.65	7.35	22.22
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	112	106	94.64	5.36	19.81
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	61	91.04	8.96	9.84
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	111	105	94.59	5.41	23.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	8.33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	133	98.52	1.48	14.29
Female	67	66	98.51	1.49	12.12
Male	68	67	98.53	1.47	16.42
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	112	110	98.21	1.79	7.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	66	98.51	1.49	6.06
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	111	109	98.20	1.80	10.09
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	8.33

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.2	NT	17.41	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100	0	12.2
Female	23	23	100	0	8.7
Male	18	18	100	0	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100	0	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	16	16	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100	0	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

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.

2022-23 Opportunities for Parental Involvement

At Lyndale we provide many opportunities for parents to participate and be an integral part of our school community. We regularly provide information on school and school district policies and procedures. We survey families to determine needs, interests, and ideas around parenting and how to include and involve our parents and families. Parents are cordially invited during Parent Coffees, Back-to-School Nights, volunteering opportunities, Open Houses, Walkathons, Math/Science Nights, Literacy Nights, and other fundraising events. During our Open House towards the end of the academic year, we host Art Shows and performances by our Mariachi band and choirs. At Lyndale, 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. Parents are involved in School Site Council, ELAC, and Parent Coffees. Lyndale parents actively support school wide activities and chaperone field trips. We have several parents attending DELAC and DAC meetings at the district. We also encourage parents to participate in Parent Universities and Family Literacy Projects. A newsletter in English and Spanish is sent home one to two times a month and we have frequent updates via parent link. Lyndale is part of the Visual and Performing Arts (VAPA) cluster and we are part of two art showcases a year. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	333	315	17	5.4
Female	153	147	7	4.8
Male	180	168	10	6.0
American Indian or Alaska Native	0	0	0	0.0
Asian	23	21	0	0.0
Black or African American	0	0	0	0.0
Filipino	17	17	1	5.9
Hispanic or Latino	277	261	14	5.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	2	16.7
White	3	3	0	0.0
English Learners	189	179	8	4.5
Foster Youth	1	1	0	0.0
Homeless	6	4	0	0.0
Socioeconomically Disadvantaged	282	267	16	6.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	40	2	5.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.60	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.80	0.02	2.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.80	0.00
Female	1.31	0.00
Male	2.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.44	0.00

2022-23 School Safety Plan

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 is part of the SJPD's Guardian Program.

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. SJPD School Liaison unit also provides in-person active shooter presentation to teachers and staff at the beginning of the year, and the school participates in run-hide-defend drills at least twice a year in presence of SJPD officers to solicit their feedback. First aid, dealing with blood-borne pathogens, and child abuse and neglect refresher training are provided to staff annually. 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, anti-bullying 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.

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	4		
1	25		1	
2	24		1	
3	35		1	1
4	32		1	
5	33			
Other	25		3	

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	16	2	2	
1	18	2		
2	21	1	1	
3	25		2	
4	33			
5	31		1	
Other	28		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	2	2	
1	25		2	
2	19	2		
3	36		1	1
4	31		1	
5	31		1	
Other	28		1	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$15,695.51	\$8,104.07	\$7,591.44	\$97,444.88
District	N/A	N/A	\$7,216.32	\$91,067
Percent Difference - School Site and District	N/A	N/A	5.1	6.8
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	14.1	11.0

2021-22 Types of Services Funded

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

The Think Together After-School Program provides homework support, structured enrichment activities and after-school care. Think Together provides structured 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, ELD, SEL, Biases, Culturally Relevant pedagogy and is offered in order to meet specific needs of students performing below proficiency levels. We provide 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, National Geographic, Splash Math, Starfall.

Analysis of data by our teachers, during grade level collaboration 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.

Student field trips and assemblies.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$59,197	\$52,641
Mid-Range Teacher Salary	\$92,160	\$83,981
Highest Teacher Salary	\$109,665	\$107,522
Average Principal Salary (Elementary)	\$121,783	\$136,247
Average Principal Salary (Middle)	\$134,266	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$218,543	\$242,166
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Lyndale's primary areas of focus for staff development for 2022/23 is on SEL, SST, educational technology, ELD and Math. We want to implement a positive school climate, and want 50% of our students to be at or above grade level on Fastbridge Math(diagnostics) at the end of the year. We want our third, fourth, and fifth graders to gain 5% on the SBAC assessment. We want to re-designate our EL students before the end of fifth grade.

Teachers are supported through grade level collaborations and district led PDs to develop and expand their knowledge and skills. Continuous staff development and improvement is promoted through professional developments during weekly staff meetings. Edtech, SEL, SST, ELD, math shifts, FastBridge and Panorama data analysis are some areas of focus during these protected times. The staff development plan is coordinated by the Curriculum and Instruction Department in accordance with district and site priorities. Several county led trainings are also offered to teachers during weekends, and over summer,

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3		