

Linden Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Linden Elementary
Street	18100 West Front St.
City, State, Zip	Linden, CA 95236-9701
Phone Number	(209) 887-3600
Principal	Mary Evans
E-mail Address	maevans@sjcoe.net
Web Site	www.lindenUSD.com/lindenele
CDS Code	39685776041974

District Contact Information	
District Name	Linden Unified
Phone Number	(209) 887-3894
Superintendent	Rick Hall
E-mail Address	Rihall@sjcoe.net
Web Site	www.lindenUSD.com

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

Linden Elementary School is in the Linden Unified School District, a medium-sized rural district serving approximately 2,250 students as of November, 2017, in grades K-12. The District is located in the eastern part of San Joaquin County and is comprised of four elementary schools, one comprehensive high school, and one alternative high school. Linden Elementary School is a transitional kindergarten through fourth grade elementary school with an enrollment of 431 students as of January, 2018. Linden Elementary School mission is to nurture responsible, literate citizens who are proficient readers, writers, and mathematicians as measured by the California Standards tests and district benchmarks. We are committed to providing a network of support so all students will achieve these goals, with the emphasis, "Where Children Start Their Education". The educational needs of students are addressed through quality classroom instruction, adherence to daily English language development for our English learners and by providing intervention to those students who are academically at-risk. Students are supported by family, staff, and community involvement. Students, families and staff will be stimulated to learn through a wide variety of activities and strategies that address the needs of all learners. Linden Elementary provides opportunities for parent and community involvement through music concerts (Grade level performances), Dad's Day, Jump Rope for Heart, Festival of the Arts Night, and collection of pull tabs to work in partnership with the Linden Lion's Club community project. The school PTC and ELAC groups also receive information about school curriculum adoptions, events, teacher professional development, and are visited by the superintendent, who shares district information and fields parent questions and concerns. In addition, the district provides opportunity for parent feedback via a parent survey annually. We strive to provide a positive first educational experience to our students through school and parent opportunities.

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

Grade Level	Number of Students
Kindergarten	113
Grade 1	82
Grade 2	73
Grade 3	81
Grade 4	97
Total Enrollment	446

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.8
Asian	0.7
Filipino	0
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0
White	41.5
Two or More Races	0.4
Socioeconomically Disadvantaged	50.9
English Learners	43.5
Students with Disabilities	14.1
Foster Youth	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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	20	24	105
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: January, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders, Language Arts w/ELD. Benchmark, Benchmark, Language Arts , 3-5. w/ELD. SRA, (Adopted May, 2016) Corrective Reading: Intervention: (Adopted 5/2016) All selected from standards based materials adopted by State Board of Education.	Yes	0
Mathematics	McGraw Hill, Every Day Math, 2016, K-5 (Adopted 2014-2015), McGraw Hill, California Math, 2016, 6-8 (Adopted 2014-2015), McGraw Hill, Integrated Math, 2016, 9-10, (Adopted 2014-2015) All selected from standards based materials adopted by State Board of Education.	Yes	0
Science	MacMillan/McGraw, Science for Grade K-5(Adopted 4/18/2007) Pearson-Prentice Hall, Science for Grade 6-8(Adopted 4/18/2007) All selected from standards based materials adopted by State Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Houghton Mifflin; History Social Science, 2006 K-5(Adopted 3/21/2006) Holt, California Social Studies, 20066-8 (Adopted 3/21/2006) All selected from standards based materials adopted by State Board of Education.	Yes	0
Health		No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Linden Unified Maintenance Department is responsible for all playground structure safety and coordinates inspections to confirm all equipment is in compliance with safety regulations. They also maintain heating/air conditioning units, grounds, and building maintenance and upkeep. Daytime custodian/maintenance employee address site safety and minor maintenance issues that arise during the school day, including student and adult restroom care, classroom issues including installation of screens, projectors, etc. This employee also assists with the cafeteria cleaning, table setup, garbage removal, and table setup and floor care. Evening custodians clean classrooms and restrooms, empty trash and deposit in the trash commercial receptacles, and monitor site grounds. This staff and their department deep cleans classrooms, completes larger maintenance projects, and often rotates from site to site during summer months when campuses are free of students. The superintendent, Linden Unified School Board, and principal walk the campus in the fall of the year to monitor project completion, determine other areas of repair and receive updates on school equipment, such as playground structures, asphalt, and portable and permanent buildings.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/28/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/28/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	44	43	42	48	48
Mathematics (grades 3-8 and 11)	44	39	30	31	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	176	97.78	43.75
Male	83	81	97.59	33.33
Female	97	95	97.94	52.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	106	103	97.17	28.16
White	67	66	98.51	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	99	99	30.3
English Learners	87	84	96.55	27.38
Students with Disabilities	30	30	100	30
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	178	98.89	38.76
Male	83	82	98.8	31.71
Female	97	96	98.97	44.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	106	105	99.06	21.9
White	67	66	98.51	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	100	100	23
English Learners	87	86	98.85	18.6
Students with Disabilities	30	30	100	26.67
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Linden Elementary provides a variety of programs and activities that promote parent involvement. Parent involvement is high at our school. Nearly all classrooms have one to three parent volunteers to support classroom needs. The principal holds a volunteer meeting at the beginning of the year to discuss expectations and protocol for volunteer participation. Parents are encourage to attend PTC (Parent Teacher Club) to gain knowledge of school fundraisers and express ways to support student learning. They also learn about community student support programs, school operation and educational services through presentations by the superintendent and community program representatives. Parents assist with Star Lab, picture day, Turkey-Trot, and fundraisers that include annual shrimp feed, walk-a-thon, Jump Rope for Heart, and Dad's Day. In addition, parents help with school safety by checking safety backpacks, and chaperoning field trips. Our Spanish speaking parents are encouraged to participate in ELAC, which meets quarterly. Agenda's and school communications are provided in both English and Spanish. Both PTC and ELAC have a representative at each other's meetings so ideas or concerns can be shared between groups..

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4	1.1	0.0	6.7	6.0	4.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.4	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Linden Elementary School views safety as a top priority. The plan includes specific information about evacuation routes, drills and staff responsibilities. All staff members review the school safety procedures at the beginning of each school year. Safety signals and drills are practiced with the children on a regular basis. Each classroom has a safety backpack with emergency supplies. Teachers carry these backpacks during drills and on field trips. All teachers carry a 2 way radio for quick contact and current information. We provide close supervision of students before, during, and after school. Safety concerns of classroom or building maintenance are reported to the office by staff and parents and acted upon immediately the district maintenance crew, site custodians, or outside contractors. The Extended Learning Program adheres to all Safety Plan protocol and practice emergency drill on the same schedule as the regular school day. Linden Elementary participates in the Positive Behavior Intervention Support Program to assure that student social and emotional safety is maintained and improved.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		25		4		25	1	4	
1	22		4		25		3		24		3	
2	23		3		22		3		23		3	
3	24	1	3		24		4		26		3	
4	34			15	20	5	15		25	5	15	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6815.83	1941.23	4874.60	69669.39
District	N/A	N/A	3568.78	\$68,713
Percent Difference: School Site and District	N/A	N/A	30.9	1.4
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-29.7	0.0

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to the Regular Education program, the following programs are available to those who qualify: Special Education- RSP, SDC, and Speech. Other student services include: Bilingual Aides, Library Aide, Classroom Aides, Migrant Education Resource Specialist, and Speech services for District identified preschoolers meeting criteria. In addition, the following programs are offered to all Linden Elementary students: Music Instruction once week (all students), for those that qualify, PALS intervention (kindergarten), Reading Recovery (1st) and Reading for Success (2nd). After school Student Success Shop is offered to first through fourth grades as homework assistance provided by credentialed on site teachers. Each of the credentialed teachers assigned to these programs possess the appropriate CTCL, CLAD, BCLAD, and/or SDAIE certificate.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,391	\$44,144
Mid-Range Teacher Salary	\$65,365	\$69,119
Highest Teacher Salary	\$82,863	\$86,005
Average Principal Salary (Elementary)	\$87,332	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$99,898	\$121,395
Superintendent Salary	\$141,566	\$178,104
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

This year, 2017-2018, Linden Unified School District has focused on preparing teachers for the Next Generation Science Standards understanding and implementation. In preparation of the NGSS curriculum adoption and implementation, teachers have received NGSS training by the San Joaquin Office of Education Science Department. The SJCOE professional development workshops have been presented to various district-wide grade levels by a single SJCOE science department expert. Teachers then breakout in grade levels to collaborate and plan units for NGSS instruction. In addition, the district has developed a science cadre made up of volunteer grade level teacher leaders to help further the NGSS professional development at sites and district grade level meetings during early release Wednesdays.

Linden Unified School District continues professional development in other areas, in addition to science. Teachers representing all grades within the district volunteered to develop math pacing guides while working with curriculum publishers during summer months and throughout the school year. All teachers, including Resource and SDC, received training's including Read 180/System 44, Daily 5, AERIES, Accelerated Reader, Common Core ELA/Math, ELA/ELD Designated instruction, and Special Education training, including Assaultive Behaviors, and Opposition Defiance Disorder.

These growth opportunities are determined by district goals and implementation monitored through principal walkthrough's, teacher-principal meetings, grade level collaboration with principal or intervention teacher facilitating, and analyzing student data to determine effective and strategies.

