

# Linden High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Linden High
<b>Street</b>	18527 East Front St.
<b>City, State, Zip</b>	Linden, CA 95236
<b>Phone Number</b>	(209) 887-3073
<b>Principal</b>	Richard Schmidig
<b>E-mail Address</b>	<a href="mailto:rschmidig@sjcoe.net">rschmidig@sjcoe.net</a>
<b>Web Site</b>	<a href="http://linden.ca.luh.schoolinsites.com/">http://linden.ca.luh.schoolinsites.com/</a>
<b>CDS Code</b>	39685773933959

<b>District Contact Information</b>	
<b>District Name</b>	Linden Unified
<b>Phone Number</b>	(209) 887-3894
<b>Superintendent</b>	Mr. Rick Hall
<b>E-mail Address</b>	rihall@sjcoe.net
<b>Web Site</b>	www.lindenusd.com

### **School Description and Mission Statement (School Year 2016-17)**

Linden is a small rural, unincorporated community in the Eastern portion of San Joaquin County. Linden High School is in the Linden Unified School District, a medium sized district serving approximately 2,100 students in grades K-12. The district is comprised of four elementary schools, one comprehensive high school and one alternative high school. Linden High School is a comprehensive high school of approximately 620 students. San Joaquin Delta College, located in Stockton and Modesto Junior College, located in Modesto are each approximately 30 minutes away. The closest state universities are about an hour's drive away. The district serves students within a 257 square-mile area. Linden High School began classes in 1921. The student population at Linden High School is remains stable. Several families have attended the school for a number of generations. Several staff members are themselves graduates of Linden High School. This stability provides a rich history and character to the school. Many remember when the football field was still a cherry orchard and the elementary school was on the East end of campus. Linden High School operates on a traditional calendar. During the 2008-2009 school year, a seven period hybrid schedule was implemented. Students attend periods 1-7 on Monday and Friday for 48 minutes each. On Tuesday, students attend periods 1-5, Wednesday, periods 6, 7, 1, 2 and Thursday periods 3-7 for 70 minutes in length. The hybrid schedule allows for more frequent and consistent teacher/student contact. On Wednesday, students are dismissed at 1:34 to allow for weekly staff collaboration. Students are challenged by a strong academic curriculum with opportunities in the arts, agriculture, computer education, family and consumer science, industrial education, and physical education. A wide range of co-curricular experiences supplement the classroom for students, including 19 (men's and women's) varsity sports and a variety of service and curricular related clubs. Linden High School places a priority on maintaining a school environment that promotes student self-esteem and safety.

Linden High School Mission Statement: Linden High School is a place where students feel a sense of PRIDE through an educational program that engages students in a challenging, broad-based curriculum that prepares them for both college and career.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	188
<b>Grade 10</b>	161
<b>Grade 11</b>	171
<b>Grade 12</b>	170
<b>Total Enrollment</b>	690

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.7
Asian	2.5
Filipino	1.4
Hispanic or Latino	52.5
Native Hawaiian or Pacific Islander	0.4
White	40.3
Two or More Races	1.2
Socioeconomically Disadvantaged	53.6
English Learners	8.1
Students with Disabilities	9.1
Foster Youth	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	34	35	
Without Full Credential	1	2	1	
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	1	1	1
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.3	4.7
High-Poverty Schools in District	95.3	4.7
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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
<b>Reading/Language Arts</b>	High Point: Intervention 20014-12 (Adopted 5/15/2004)SRA, Corrective Reading: Intervention: 19973-12(Adopted 10/18/2006)McDougal Littell; Language of Literature 20029-10(Adopted 10/21/2005)McGraw Hill, American Literature 11 (data not available)McGraw Hill, English Literature 12 (data not available)ELD: Hampton Brown	Yes	0
<b>Mathematics</b>	The Practice of Statistics (AP Program) 9-12(Adopted 8/2005)McDougal Littell, Mathematics for Business And Personal Finance 9-12(Adopted 4/13/2011)Pearson Pre-Calculus 11-12 (data not available)Wiley, Finite 12 (Adopted 2006)A Single Variable, AP Calculus 12 (data not available)Integrated Math 1 McGraw-Hill 2012 adopted 2014. Integrated Math 2 McGraw-Hill 2012, adopted 2014, Integrated Math 3 McGraw-Hill 2012, adopted 2014.	Yes	0
<b>Science</b>	Biotechnology Laboratory Manual 9-12 (Adoption 8/16/2006)Pearson, Forensic Science, 2011-12 (Adopted 2011)Pearson, Biology 9-12 (data not available), Conceptual Integrated Science Explorations 9-12(Adopted 7/20/2011)Pearson Publishing, AP Campbell Biology Course Ninth Edition 9-12 (Adopted 8/17/2011)Prentice Hall, Chemistry, 200210-12 (data not available)Prentice Hall, Biology Life Science 9-12 (Adopted 2008)McGraw Hill, Human Biology, Anatomy 11-12(data not available)Holt, Physics 11-12 (data not available)	Yes	0
<b>History-Social Science</b>	McDougal Littell; Modern World History 10 (data not available)Pearson, The World's History, 200610-12AP (data not available)Holt, Rinehart & Winston, American Anthem 11(Adopted 2007)Pearson Prentice Hall, The World's History 11AP (Adopted 8/5/2009)Prentice Hall, American Government, 200112(Adopted 2007)Glencoe, Economics, 200812 (data not available)	Yes	0
<b>Foreign Language</b>	Holt, Rinehart & Winston; Ven Con migo, Level 1-9(Adopted 2/2006)Materials for the Native Speaker and AP SpanishHolt, Rinehart & Winston;"Nuevas Vistas" Curso de introducción, "Nuevas Vistas" Curso uno, "Nuevas Vistas" Curso dos 9-12(Adopted 8/2007)	Yes	0
<b>Health</b>	Glencoe Health 6-12(Adopted 2005)AGS, Discover Health 9-12(data not available)	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/22/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/22/2015				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	35	53	36	43	44	48
<b>Mathematics</b>	11	23	19	30	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	143	142	99.3	52.8
Male	11	67	67	100.0	44.8
Female	11	76	75	98.7	60.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	72	72	100.0	43.1
White	11	60	59	98.3	61.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	75	74	98.7	44.6
English Learners	11	--	--	--	--
Students with Disabilities	11	11	11	100.0	
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	143	142	99.3	22.5
Male	11	67	67	100.0	20.9
Female	11	76	75	98.7	24.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	72	72	100.0	9.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	60	59	98.3	32.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	75	74	98.7	13.5
English Learners	11	--	--	--	--
Students with Disabilities	11	11	11	100.0	9.1
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	45	44	57	49	50	60	56	54

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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	160	160	100.0	44.4
Male	86	86	100.0	45.4
Female	74	74	100.0	43.2
Hispanic or Latino	84	84	100.0	34.5
White	68	68	100.0	52.9
Socioeconomically Disadvantaged	89	89	100.0	31.5
English Learners	12	12	100.0	33.3
Students with Disabilities	15	15	100.0	26.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

## Career Technical Education Programs (School Year 2015-16)

Construction Technology, Consumer Home Economics, Fire Science, Stage Craft, Agriculture

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	493
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	17

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.55
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	41.6

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21	17.1	41.4

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Parents are encouraged to become involved in the academic and extra-curricular lives of their students. Parent volunteers are always welcome in the classroom, office, career center, media center, club activities, and volunteer athletic coaches. Parents are encouraged to join the various parent support organizations including Athletic Boosters, Technology Committee, Band Boosters, Linden Educational Foundation, English Language Learner Advisory Committee or the Parent, Teacher, Student Council (PTSC) This years PTSC meetings are being held as "Administrator Coffee Hour" and occur the first Thursday of each month. Parents are encouraged to apply for membership in the School Site Council as well as attend monthly School Site Council and English Language Learner Advisory Committee meetings. Parents and community members are also invited to serve as members of the Career Technical Education Advisory Committee, Agricultural Advisory Committee or serve on WASC Focus Groups. Parents are encouraged to help develop the Local Control Accountability Plan (LCAP).

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.



### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	0.00	5.50	1.40	7.00	8.00	4.60	11.40	11.50	10.70
<b>Graduation Rate</b>	100.00	93.90	97.84	91.54	89.95	92.00	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	96	93	86
<b>Black or African American</b>	0	100	78
<b>American Indian or Alaska Native</b>	50	100	78
<b>Asian</b>	100	100	93
<b>Filipino</b>	100	100	93
<b>Hispanic or Latino</b>	93	91	83
<b>Native Hawaiian/Pacific Islander</b>	0	0	85
<b>White</b>	100	94	91
<b>Two or More Races</b>	100	100	89
<b>Socioeconomically Disadvantaged</b>	88	100	66
<b>English Learners</b>	75	58	54
<b>Students with Disabilities</b>	95	86	78

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.8	9.1	6.7	5.0	6.7	6.1	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.3	1.0	0.0	0.4	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Linden High School has a well-developed School Safety Plan that was developed by the High School Safety Committee. This committee is composed of teachers, counselors, administrators, and the District Resource Deputy. The entire staff is proactive in helping to maintain a safe school environment. As a staff, we review all safety procedures and update the supplies and information in the safety binders at the beginning of the school year. Staff, students, and parents report that they feel safe at Linden High School. Staff and students participate in simulated drills of all the actions in the School Safety Plan. The Actions for the various safety situations are printed in the student planner and all parents are mailed a copy at the beginning of each school year. Linden Unified School District employees a San Joaquin County Sheriff Deputy to serve as a School Resource Deputy. This position works with High School staff and administration to develop a safety plan that will continue to best serve our students and our community.

## 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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		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 (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	6	11	11	27	7	17	3	27	7	17	3
Mathematics	28	3	16	4	25	9	10	6	25	9	10	6
Science	28	3	10	2	29	2	8	4	29	2	8	4
Social Science	23	9	10	2	24	6	10	6	24	6	10	6

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	310
Counselor (Social/Behavioral or Career Development)	1.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0	N/A
Other	0.1	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4979	764	4057	\$64,537
District	N/A	N/A	3885	\$65,134
Percent Difference: School Site and District	N/A	N/A	4.4	-0.9
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-28.5	-4.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

Linden High offers a variety of supplemental services to increase student involvement and success. The School offers tutoring (known as Success Shop) two mornings and two afternoons each week. Credentialed teachers are available for an hour each day to assist students with their homework/assignments. There is also an intervention program called CORE Team, where teachers, administrators and counselors meet with parents and students who are struggling academically, socially, or both. The team develops a plan to assist the student overcome identified obstacles that stand in the way of success.

Linden High School offers a laptop lending program that allows students to check out a laptop for an extended period of time. As a result, students can complete schoolwork at home with the aid of technology to assist. This is a great resource for the 50+% of our students who are classified as economically disadvantaged

Another area of student engagement is that of extra and co-curricular activities. Students are involved in various clubs/organizations. Many of their events are tied to curriculum and are an extension of the classrooms, while others serve the social needs of teenagers.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,761	\$42,063
Mid-Range Teacher Salary	\$62,851	\$64,823
Highest Teacher Salary	\$79,676	\$84,821
Average Principal Salary (Elementary)	\$82,389	\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)	\$94,244	\$115,589
Superintendent Salary	\$135,675	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
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/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		N/A
<b>English</b>	1	N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	2	N/A
<b>Science</b>		N/A
<b>Social Science</b>	2	N/A
<b>All courses</b>	6	.6

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Linden High School in collaborating with Linden Unified School District has offered a variety of Professional Development opportunities for staff. There are 3 PD days built in the school schedule. The first in October gave teachers the opportunity to attend multiple workshops, with topics such as School Bullying, technology, and science pathway training. Day two allowed math teachers access to the adopted book publisher, ELA was discussing curriculum adoption, the remaining staff received either intermediate or advanced technology trainings, based on their skill level. The 3rd day will include additional technology training, and focused discussion on department specific needs.

Linden High School has also offered teachers one day of release time during the school year to visit programs at other school sites to identify teaching strategies and specific teaching practices that could increase student learning and benefit the programs at Linden High School. This will allow for an infusion of new ideas and give our teachers added perspective on what practices influence student achievement.

Science teacher continue to work with SJCOE specialists to determine the science pathway that will best serve our students in the push toward NGSS. This ongoing training and discussion includes attending the National Science Conference in March of 2017.