

Linden Elementary

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)

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 2016-17)

Linden Elementary School is in the Linden Unified School District, a medium-sized rural district serving approximately 2,222 students 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 448 students as of January, 2016.. 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. At the present time, we are in the process of updating this statement in regard to California Common Core Standards. 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, The Latino Literacy Program, and collection of eye glass and 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.

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

Grade Level	Number of Students
Kindergarten	98
Grade 1	76
Grade 2	79
Grade 3	93
Grade 4	79
Total Enrollment	425

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.9
Asian	0.5
Filipino	0
Hispanic or Latino	57.9
Native Hawaiian or Pacific Islander	0
White	38.8
Two or More Races	0.5
Socioeconomically Disadvantaged	52.5
English Learners	45.9
Students with Disabilities	12.7
Foster Youth	0.2

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	19	19	20	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

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: August, 2016

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
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	Glencoe Health 6-12 (Adopted 2005) All selected from standards based materials adopted by State Board of Education.	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: 7/27/2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/27/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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: 7/27/2016				
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
English Language Arts/Literacy	35	36	36	43	44	48
Mathematics	33	44	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	3	93	93	100.0	38.7
	4	81	80	98.8	33.8
Male	3	38	38	100.0	18.4
	4	40	39	97.5	28.2
Female	3	55	55	100.0	52.7
	4	41	41	100.0	39.0
Black or African American	3	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	49	49	100.0	20.4
	4	50	50	100.0	30.0
White	3	40	40	100.0	60.0
	4	30	29	96.7	41.4
Socioeconomically Disadvantaged	3	50	50	100.0	18.0
	4	47	47	100.0	25.5
English Learners	3	42	42	100.0	19.1
	4	31	31	100.0	6.5
Students with Disabilities	3	17	17	100.0	17.6
	4	11	11	100.0	18.2
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--

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	3	93	93	100.0	48.4
	4	81	80	98.8	38.8
Male	3	38	38	100.0	34.2
	4	40	39	97.5	38.5
Female	3	55	55	100.0	58.2
	4	41	41	100.0	39.0
Black or African American	3	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	49	49	100.0	30.6
	4	50	50	100.0	34.0
White	3	40	40	100.0	67.5
	4	30	29	96.7	44.8
Socioeconomically Disadvantaged	3	50	50	100.0	28.0
	4	47	47	100.0	25.5
English Learners	3	42	42	100.0	30.9
	4	31	31	100.0	16.1
Students with Disabilities	3	17	17	100.0	17.6
	4	11	11	100.0	27.3
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--

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.

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)

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 encouraged to attend PTC 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, fundraisers that include annual shrimp feed, walk-a-thon, Jump Rope for Heart, Dad's Day, check safety backpacks, and chaperone field trips. Our Spanish speaking parents are encouraged to participate in ELAC, which meets quarterly. Parents are provided the same information as listed above. Both PTC and ELAC have a representative at each others meetings so ideas or concerns can be shared.

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
Suspensions	0.4	0.4	1.2	5.0	6.7	6.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Linden Elementary School views safety a top priority. The Safety Plan located in each classroom and the office, as well as district office, is a living document. 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 No Bully 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 2016-17)

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	2013-14			2014-15			2015-16					
	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	22		4		24		4		24		4	
1	28		3		22		4		22		4	
2	28		3		23		3		23		3	
3	25		4		24	1	3		24	1	3	
4	31		18		34			15	34		3	

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 2015-16)

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	0.50	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5712	1251	4232	\$68,365
District	N/A	N/A	3885	\$65,134
Percent Difference: School Site and District	N/A	N/A	8.9	5.0
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-25.5	1.5

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

Types of Services Funded (Fiscal Year 2015-16)

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 Programs. In addition, the following programs are offered: Music Instruction (all students), Reading Recovery (1st), Reading for Success (2nd), and After School tutoring and as part of homework assistance provided by credentialed on site teachers. Each of the teachers assigned to these programs are certificated and possess the appropriate CTEL, CLAD, BCLAD, and/or SDAIE certificate.

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/>.

Professional Development (Most Recent Three Years)

During the 2013-2014 school year and through the 2016 school year, Linden Unified focused on the major shifts to the Common Core State Standards (CCSS). During the 2013-2014 year, the district concentrated its' efforts on informational writing and math. LUSD teamed up with Great Valley Writing to provide after school training to staff on the informational writing shifts for K-8 teachers. High school teachers were provided training on informational writing through two, half day release times and through after school training. Linden Unified District focused on Common Core math shifts and provided training in the areas of Mathematical Practices 1 and 3. LUSD teamed up with the UC Math Project to provide four days of training, during the school day for K-12 teachers. Teachers were provided release days to further professional development. LUSD provided three professional development days each year beginning the 2014-2015 school year. Our district continues to focus on the major shifts in Common Core State Standards. The sessions have focused on a new math adoption, English Language Arts adoption, and technology integration. In addition, close reading strategies were included in an overview of the English Development Standards and Text Complexity. Bully prevention has also been a focus. Staff was presented key learning from professional development they attended and have implemented in their own classrooms. Secondary math teachers are receiving training on their new materials and how the frameworks recommend teaching the content. Science teachers are continuing training on the Next Generation Science Standards.

At Linden Elementary specifically, teacher training's have included Read 180/System 44, Daily 5, AERIES, Accelerated Reader, Common Core ELA/Math, ELA/ELD Designated instruction, and Special Education training in the area of Autism. The county math department provided training at a deeper level addressing math concepts specific to grade levels and delved into standards, lesson planning, teacher observation of grade level colleagues and reflection. Because of the increase in technology available to students at Linden Elementary, technology training has become an integral part of professional development. Some of the training includes English Language Development, Google.docs, filing and organizing data, technology components of newly adopted curriculum, and keyboarding.

These growth opportunities are supported during implementation by through principal walk through's followed by teacher-principal meetings, grade level collaboration with principal or intervention teacher facilitating, and analyzing student data to determine effective and ineffective strategies.