Linda 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	Linda Elementary School
Street	6180 Dunning Ave.
City, State, Zip	Marysville, CA 95901
Phone Number	(530) 741-6196
Principal	Zack Schulz
Email Address	zschulz@mjusd.com
School Website	linda.mjusd.com
County-District-School (CDS) Code	58-72736-6056717

2022-23 District Contact Information

District Name	Marysville Joint Unified School District
Phone Number	(530) 741-6000
Superintendent	Fal Asrani, Ed.D.
Email Address	fasrani@mjusd.com
District Website Address	www.mjusd.com

2022-23 School Overview

Welcome to Linda Elementary School! Our staff is dedicated to the safety and education of all students. We work closely with parents, the community and each other to establish a caring partnership for the well being of our students. Our school environment is framed with three expectations; Be Safe - Be Responsible - Be Respectful. Our students develop a sense of belonging and competency in our school community. Our staff continually hones our skills through professional development and collaboration so that quality instruction is delivered.

Our greatest strength lies in the quality and dedication of our people. From our teachers and paraeducators to custodians, yard duties, and our after-school STARS program, our staff understands that student achievement is the highest priority and commits to helping every child grow academically, socially, and emotionally. Our Library is fully staffed with a Literacy Resource Technician who facilitates a number of programs, including a book vending machine and Family Reading Nights, to promote literacy and initiate a love of reading in our students.

By partnering with our families, we can do a better job of helping every student reach their full potential. Therefore, we feel that communication between the home and school is imperative. We facilitate two-way communication with families via ParentSquare and Class Dojo as well as our social media accounts on Facebook and TikTok. In addition, our weekly online newsletter, The Lion's Roar, keeps our community informed of all school-related events and affairs.   About once a month, we hold a Coffee With the Principal event. This is an opportunity for parents and guardians to meet with school principal Zack Schulz in-person in an informal, relaxed setting to discuss things happening at our school and share ideas. Our new Parent Teacher Club meets monthly on Monday afternoons to plan fun and meaningful events and activities.

At Linda Elementary School we are "Committed to Excel through Respect, Responsibility, Safety and Academics." We have developed our collective commitments as a staff to ensure that our students receive all that they need to be successful.

Our Collective Commitments:

*We will actively communicate with the Linda School community via Dojo, notes home, email, phone calls, conferences, texts, SSTs & IEPs, report cards and progress reports.
*We will actively collaborate with the Linda School community via staff meetings, grade level meetings, SSTs & IEPs, school functions, texts, conferences, phone calls, email, and Site Council

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*We commit to supporting and empowering students through positive reinforcement and multiple opportunities to demonstrate learning in order for them to reach their personal goals.
*We commit to supporting students at a variety of levels by using various interventions and extensions; Such as small group instruction, progress monitoring, and reteaching as well as enrichment of topics.
*We commit to ensuring that all staff, families, and students are valued and respected through words and actions.
*We commit to respect by modeling: listening without interrupting, responding appropriately, teaching manners, showing appreciation, accepting all family backgrounds and differences, modeling appropriate language for school contrasted with friend or home language, and we will check in with students concerning student interaction/relationships with one another.
*We commit to teaching core standards to highest level of individualized mastery and understanding, using Best Practices to match the needs of ALL students, lead by example by modeling our three PBIS expectations: Be Respectful, Be Responsible, Be Safe, and provide access to higher learning to students that are excelling.
*We will help students to be successful through differentiated instruction and provide many opportunities for learning. All students, staff, and parents will work together to ensure active learning. Positive behavior will be expected school wide.
*We commit to providing a safe and inclusive environment, physically and emotionally. We will begin in our classrooms, extend that to our school, and then broaden to our community.
*STARS will encourage after school students to model expected behavior, support our students academically and emotionally, and be devoted to being open-minded with all students and their families. We will build strong relationships with staff.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	86
Grade 2	93
Grade 3	68
Grade 4	77
Grade 5	84
Grade 6	83
Total Enrollment	601

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	1.7
Asian	23.5
Black or African American	4.7
Filipino	0.0
Hispanic or Latino	42.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.7
White	22.6
English Learners	24.3
Foster Youth	0.5
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	83.7
Students with Disabilities	11.8

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)	21.80	78.42	375.60	85.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	1.03	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	17.99	40.80	9.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.50	1.72	12115.80	4.41
Unknown	1.00	3.60	12.20	2.77	18854.30	6.86
Total Teaching Positions	27.80	100.00	440.80	100.00	274759.10	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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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	1.00	
Misassignments	4.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.00	

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	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)	14.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	

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

K-8 "State-adopted" instructional materials are those instructional resources which the State Board of Education (SBE) has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, World of Wonders, ©2015, Gr. TK, 4/26/2016 McGraw Hill, Wonders, ©2015, Gr. K-6, 4/26/2016 Intervention McGraw Hill, Reading Wonderworks, ©2015, RSP Gr. K-6, 4/26/2016 McGraw Hill, FLEX, ©2015, SDC Gr. 3-5, 4/26/2016 Voyager Sopris Learning, Language! Live, ©2018, Gr. 6-8, 5/28/2019	Yes	0%
Mathematics	Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014	Yes	0%
Science	Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020	Yes	0%
History-Social Science	McGraw Hill, Impact California Social Studies, ©2019, Gr. K-5, 5/14/2019 Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive, ©2019, Gr. 6-8, 5/22/2019	Yes	0%

School Facility Conditions and Planned Improvements

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items. Buildings and Grounds is currently working on a long term plan for the larger deficiencies.

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	Walls have damage. Wall paper is separating and torn. Ceiling tiles are loose, torn and have water stains and holes. Rubber molding is missing and separating from wall. Wood paneling is chipping on sink cabinets. Carpet is worn and torn. Hole in ceiling and wall. Floor tiles are cracked. Water damage on ceiling. Cabinet door handles are missing. Burns on countertop. Formica is chipped on countertop. Restroom stall divider is rusted and deteriorating. Linoleum is cracked.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Unsecured items are stored too high. Graffiti on ceiling. Bugs in unused toilet. Spider and web present in entry way.

School Facility Conditions and Planned Improvements

Electrical			X	Ethernet and outlet covers are missing. Extension cords are being permanently used. Surge protectors and extension cords are daisy chained. Light diffusers are broken and missing. Cords are creating trip hazards. Access to electrical panel is blocked. Conduit cover pieces are missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Faucets have a drip, no flow, low flow and erratic flow. Drinking faucets have no flow and high flow. Toilet is out of order and dirty.
Safety: Fire Safety, Hazardous Materials		X		Evacuation maps not posted. Emergency exit is blocked. Fire extinguishers are missing. Paint is peeling on facia, exterior walls, ceiling. Plaster is peeling on exterior walls and ceiling. Exterior wall has cracks and chipping paint. Access to electrical panel is blocked.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door closer covers are missing. Trip hazards on walkway, room entry and throughout play courts. Door handle is loose. Door is rusted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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	24	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	18	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	318	310	97.48	2.52	24.19
Female	153	153	100.00	0.00	26.14
Male	165	157	95.15	4.85	22.29
American Indian or Alaska Native	--	--	--	--	--
Asian	87	85	97.70	2.30	21.18
Black or African American	15	15	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	124	122	98.39	1.61	27.87
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	17	89.47	10.53	23.53
White	65	63	96.92	3.08	22.22
English Learners	81	81	100.00	0.00	12.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	265	261	98.49	1.51	22.99
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	9.09

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	318	309	97.17	2.83	13.27
Female	153	152	99.35	0.65	11.18
Male	165	157	95.15	4.85	15.29
American Indian or Alaska Native	--	--	--	--	--
Asian	87	85	97.70	2.30	10.59
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	124	122	98.39	1.61	16.39
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	17	89.47	10.53	11.76
White	65	62	95.38	4.62	9.68
English Learners	81	81	100.00	0.00	4.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	265	260	98.11	1.89	12.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	43	93.48	6.52	2.33

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)	3.61	9.88	15.03	16.49	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	82	81	98.78	1.22	9.88
Female	41	41	100	0	9.76
Male	41	40	97.56	2.44	10
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100	0	4.55
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100	0	13.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100	0	8.33
English Learners	20	20	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	69	100	0	8.7
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	92.68%	91.46%	93.90%	92.68%	91.46%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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

Educating our children is a team effort. Parents and guardians, students, school staff, and communities benefit when there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Together, we can open the doors of tomorrow for students today. Linda Elementary School encourages parents to be a part of their child's learning experience. In order to fully equip families with the tools and skills necessary to assist with their child's education we work to facilitate open home-school communications via multiple means including a weekly school newsletter, teacher-parent communications via Class Dojo, and conferences to discuss individual student needs. We also offer our parents opportunities to serve on the Site Council, ELAC, and PBIS, and volunteer in classrooms. Our school's Literacy Resource Technician hosts monthly Family Reading Nights for students and parents to enjoy reading together. When the situation allows, we will also encourage our families to participate in Back to School Night, Family Dinner Nights, Reading Nights, Open House, Student Programs, and seasonal events. In addition, they have the opportunity to network with one another and receive support through our Parent Education opportunities. Finally, Principal Zack Schulz hosts monthly "Coffee With the Principal" events, which provides a forum for parents to interact with school site leadership to discuss school affairs, share ideas, and solve problems in a relaxed, informal environment. Contact Zack Schulz, Principal, at (530)741-6196 for ways to become involved at Linda Elementary School.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	679	655	230	35.1
Female	345	334	118	35.3
Male	334	321	112	34.9
American Indian or Alaska Native	12	11	6	54.5
Asian	156	151	27	17.9
Black or African American	32	31	18	58.1
Filipino	2	2	0	0.0
Hispanic or Latino	289	277	93	33.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	31	29	15	51.7
White	155	152	70	46.1
English Learners	156	153	32	20.9
Foster Youth	8	8	6	75.0
Homeless	11	11	10	90.9
Socioeconomically Disadvantaged	577	558	208	37.3
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	92	87	37	42.5

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	3.10	4.80	2.45
Expulsions	0.13	0.26	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	0.28	6.04	0.37	5.41	0.20	3.17
Expulsions	0.00	0.15	0.00	0.39	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.04	0.15
Female	1.45	0.00
Male	10.78	0.30
American Indian or Alaska Native	8.33	0.00
Asian	3.21	0.00
Black or African American	12.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	13.55	0.65
English Learners	2.56	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	6.76	0.17
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.96	0.00

2022-23 School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made with the help of local law enforcement at least one time per year. In August, school administration met regarding school safety with district staff and law enforcement to walk through the sites to review safety concerns and propose improvements. The SSC convened on August 31, September 21st, and October 19th to review current safety protocols and procedures. These meetings will continue monthly.

Signs are visibly posted throughout the school, requiring all non-school employees to register at the office through our RAPTOR system. All staff members are trained to stop and question any person not wearing an identifying badge issued by the office. The Site Council formally adopts the Safe School Plan, which is board approved before March 1 every year. The plan includes the following major elements: safe school goals, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, suicide risk assessment protocol, threat assessment and wellness plans, safety standards for arrival and departure, and school discipline.

The safety of our students and staff is our top priority. Staff and students participate in safety drills designed to address potential emergencies at our school, including fire evacuation, earthquake drop and cover, and lockdowns in the event of an on-campus intruder. The first round was conducted in October. Catapult EMS is our communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

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	24		5	
1	22	3		1
2	26	1	2	1
3	18	1	4	
4	29		3	
5	29		3	
6	28		3	
Other	9	2		

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	23	1	4	
1	27		4	
2	16	4		
3	21	2	2	
4	29		3	
5	28		3	
6	28		3	
Other	11	2		

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	22	1	4	
1	22	1	3	
2	22	2	2	
3	16	4		
4	25		3	
5	26		3	
6	26		3	
Other	12	2		

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	667.78

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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.6

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	$11,031	$3,643	$7,388	$84,240
District	N/A	N/A	$7,876	$78,511
Percent Difference - School Site and District	N/A	N/A	-6.4	7.0
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	11.4	1.4

2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility aligned to increasing or improving services for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following goals: 1) Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students; 2) Create an environment that addresses the physical, emotional and safety needs of all students and staff; 3) Prepare every student with the skills needed for college and career readiness; 4) Build a system of specific support for our EL (English Learner), foster and low SES students; 5) Improve the meaningful school to home relationship.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for home-to-school transportation, utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not performing at grade level.

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	$53,451	$52,478
Mid-Range Teacher Salary	$75,649	$80,810
Highest Teacher Salary	$108,420	$101,276
Average Principal Salary (Elementary)	$109,013	$127,080
Average Principal Salary (Middle)	$114,463	$134,264
Average Principal Salary (High)	$121,763	$147,200
Superintendent Salary	$207,200	$242,351
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, staff members must be continuously engaged in learning and improving their skills through professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional practices and improve student engagement and educational outcomes. Along with ongoing articulation through Professional Learning Communities (PLCs) and trainings scheduled during and after school, teachers have 24 hours (equivalent to 4 days) of additional professional development during non-instructional hours or days yearly for Professional Development. In addition, all new teachers hired before the New Teacher Training in August were invited to participate in up to 2 additional professional development days. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies, and best practices in Mathematics, Literacy, and Science.

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	7	7	7