

Linda Elementary School

6180 Dunning Ave. • Marysville, CA 95901 • (530) 741-6196 • Grades K-6

Randy Swann, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Marysville Joint Unified School District

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District Governing Board

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District Administration

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Superintendent



School Description

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. 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
- 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 the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	71
Grade 2	86
Grade 3	92
Grade 4	90
Grade 5	90
Grade 6	85
Total Enrollment	637

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	1.7
Asian	23.5
Filipino	0.3
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	0.2
White	24.3
Two or More Races	4.9
Socioeconomically Disadvantaged	92.3
English Learners	28.4
Students with Disabilities	11.6
Foster Youth	1.9
Homeless	2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Linda Elementary School	18-19	19-20	20-21
With Full Credential	31	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Marysville Joint Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	459
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Linda Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

K-8 "State-adopted" instructional materials are those instructional resources which the 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.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, ©2014, Gr. K-8, 5/27/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Savvas (formerly known as Pearson), California Elevate Science, ©2020, Gr. K-8, 6/16/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: June 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles are torn and have water stains and holes. Holes in wall and ceiling. Broken toilet paper dispensers and stall door stops. Wood paneling is chipping and peeling on sink cabinet. Missing and broken floor tiles and sink cabinet handles. Carpet is worn and has a hole. Torn wall paper. Missing rubber molding. Water damage to ceiling. Burns on counter top. Stall divider is rusted and deteriorating. Cracked linoleum.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Floor is extremely dirty near urinals. Birds are nesting in exterior vent.
Electrical: Electrical	Poor	Missing and broken light diffusers. Missing outlet and ethernet covers. Extension cords are being permanently used. Surge protectors and extension cords are daisy chained. Broken electrical cover plate. Prongs broken off in outlet. Blocked access to electrical panel. Loose electrical cover. Cords are creating trip hazards. Light panels are out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucets have low flows, a constant drip and one is loose at base. Drinking fountains have no, low, high and sporadic flows. Missing sink caps, drain guards, faucet handle and drinking fountain button. Toilets leak at wall.
Safety: Fire Safety, Hazardous Materials	Fair	Missing fire extinguisher. Peeling paint on eaves. Paint and plaster peeling and chipping on wall and ceiling. Evacuation maps are not posted. Improperly stored cleaning supplies and flammable materials. Compressed gas cylinder is not secured. Plug-in air fresheners.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	23	N/A	37	N/A	50	N/A
Math	16	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	13	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

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. This is even more important now given the challenges of COVID-19 and distance learning. In order to fully equip families with the tools and skills necessary to assist with their child's education we have offered in-person and virtual appointments for all parents and students both at the beginning of the current school year and throughout the year in order to provide tutorials regarding how to navigate the technology and learning platforms. We also offer in-person and remote appointments for those families that are having difficulty engaging in distance learning. We also offer our parents opportunities to serve on the Site Council, ELAC, and Lion Pride, and volunteer in classrooms. 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. Contact Randy Swann, Principal, at (530)741-6196 for ways to become involved at Linda Elementary School.

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.

School Safety Plan (School Year 2020-2021)

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.

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 who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it 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 lock downs in the event of an on-campus intruder. Catapult EMS is a 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.6	4.1	7.1	6.1	3.5	3.5
Expulsions	0.0	0.1	0.6	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4	3.30	
Expulsions	0.16	0.30	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.75
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	7.1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	4		22	1	4		24		5	
1	21		4		24		4		22	3		1
2	22		4		22		4		26	1	2	1
3	23		4		23		4		18	1	4	
4	31		3		28		3		29		3	
5	30		3		29		3		29		3	
6	27		3		29		3		28		3	
Other**	9	2			11	2			9	2		

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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 weekly articulation through Professional Learning Communities (PLC's) and trainings scheduled during and after school, teachers annually participate in 3 days of professional development in their PLC's and 4 additional Professional Development days on non-instructional 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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,395	\$49,782
Mid-Range Teacher Salary	\$72,739	\$76,851
Highest Teacher Salary	\$104,250	\$97,722
Average Principal Salary (ES)	\$107,314	\$121,304
Average Principal Salary (MS)	\$112,780	\$128,629
Average Principal Salary (HS)	\$118,526	\$141,235
Superintendent Salary	\$222,232	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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 three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for 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.

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,874	\$2,695	\$7,179	\$79,575
District	N/A	N/A	\$7,745	\$76,268
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.6	4.2
School Site/ State	-7.6	0.5

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