

Alvord Unified School District
Myra Linn Elementary School

Grades TK through 5
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2016-17 School Accountability Report Card
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Principal's Message

This School Accountability Report Card represents just one of the many ways we have of maintaining communication. Please take a moment to review this information in addition to the monthly newsletters and other communications sent home.

At Myra Linn Elementary, student achievement and learning continue to be our number one priorities, and because of our collaborative commitment with school and home, we continue to reach the academic goals set by the State of California. Our primary goal is to provide each student with a relevant, rigorous curriculum based on the California standards. We believe each and every child can achieve academic success. To this end, every child is provided with quality instructional experiences, which recognize, support, and maintain high expectations for all students, both academically and socially. As we continue to work with students academically, they are assisted in making connections to their future. Students are challenged daily to begin the process of forming a character that reflects integrity and responsibility. Most of all, students are challenged daily to "Never Settle for Less Than Your Very Best" – our school's motto. We are proud of our school community and our accomplishments in "setting goals for the future".

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

School Vision

The Alvord Unified School District Promise:
All students will realize their unlimited potential.

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School Profile

Myra Linn Elementary School is located in the northeastern region of Riverside and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2016-17 school year, 575 students were enrolled, including 13.9% in special education, 56.7% qualifying for English Language Learner support, and 89.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.60%	Transitional Kindergarten	24
Amer. Indian or Alaskan Native	0.20%	Kindergarten	83
Asian	1.90%	Grade 1	84
Filipino	0.30%	Grade 2	96
Hisp. or Latino	90.30%	Grade 3	105
Pacific Islander	1.20%	Grade 4	78
Caucasian	4.00%	Grade 5	105
Multi-Racial	0.50%	Ungraded	0
Students with Disabilities	13.90%		
Socioeconomically Disadvantaged	89.20%		
English Learners	56.70%		
Foster Youth	0.20%		
Total Enrollment			575

Student Achievement

Physical Fitness

In the spring of each year, Myra Linn Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	23.1	20.2	27.9

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their

student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Myra Linn Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	MLES	AUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
No. of Schools Currently in Program Improvement	11	
% of Schools Currently in Program Improvement	100.0%	

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the CDE's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Myra Linn Elementary School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	32	28	40	39	48	48
Mathematics (grades 3-8 and 11)	26	28	28	28	36	37

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	299	297	99.33	27.61
Male	150	148	98.67	22.30
Female	149	149	100.00	32.89
African-Amer.	--	--	--	--
Asian	--	--	--	--
Hisp. or Latino	263	261	99.24	27.97
Pacific Islander	--	--	--	--
Caucasian	17	17	100.00	29.41
Multi-Racial	--	--	--	--
English Learners	183	181	98.91	27.62
Socioeconomically Disadvantaged	276	274	99.28	25.18
Students with Disabilities	49	49	100.00	0.00

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	299	299	100.00	27.97
Male	150	150	100.00	26.21
Female	149	149	100.00	29.79
African-Amer.	--	--	--	--
Asian	--	--	--	--
Hisp. or Latino	263	263	100.00	25.79
Pacific Islander	--	--	--	--
Caucasian	17	17	100.00	31.25
Multi-Racial	--	--	--	--
English Learners	183	183	100.00	27.59
Socioeconomically Disadvantaged	276	276	100.00	26.14
Students with Disabilities	49	49	100.00	4.08

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Myra Linn Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	45	54	36	38	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of

students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

The number of students tested includes students that did not receive a score; 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 students with scores.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense

of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, letters, parent conferences, the school marquee, the school website, Blackboard Connect (automated telephone message delivery system), and Peach Jar. Contact the principal or class teacher at (951) 358-1630 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Library Helper
Dance Team Activities
Book Fairs

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Association
School Site Council
District GATE Advisory Committee
Parent Advisory Committee (PAC)
Action Team for Partnerships (ATP)

School Activities

Back to School Night
Open House
Spelling Bee
Student Performances
Soccer Games - Halftime
MLDC Dance Team Performances
Principal's Coffee
Parent Involvement Week
5th Grade vs. Staff Kickball Game
December Holiday Program
Family Education Nights
Semester Awards Assemblies
Monthly Flag Ceremonies (Teacher/Support Staff Member of the Month Award)
Science Fair
School Garden
Choir
100 Mile Club
Running Club

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Myra Linn Elementary School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Painting of the blacktop

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Myra Linn Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Campus cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- General grounds maintenance
- Restroom cleaning
- Trash removal

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1956
Acreage	7.8
Square Footage	50,092
Quantity	
Permanent Classrooms	32
Portable Classrooms	2
Restrooms (sets)	3
Staff Lounge(s)	1
Staff Work Room(s)	2
Computer Lab(s)	1
Conference Room(s)	1

Facilities Inspection

The district's maintenance department inspects Myra Linn Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Myra Linn Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement

needs. The most recent school inspection took place on Thursday, October 26, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Thursday, October 26, 2017			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains		✓	
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	AP, 202, Library & 3 - Ceiling tile has a water stain; Girl's RR - Handicap toilet seat is loose; 108 - Formica countertop is peeling; 204 - Ceiling tiles have water stains; 202 - Formica countertop is chipping; P-1 - Ceiling tile is broken, rubber molding is missing; P-2 - Carpet is torn; Kitchen - Floor tiles are cracked and broken; 13 - Carpet is torn and lifting; 9 - Floor tiles are missing at entry, floor tile is broken and lifting under sink; 7 & 2 - Floor tiles are missing at entry; 4 & 3 - Floor tiles are broken at entry
(C)	P-2 - Unsecured items are stored over head; Girl's RR - Excessive webs at entry; 10 - Wasps nest in eaves; 3 - Deficiency noted
(D)	202 - Cords are creating a trip hazard; P-2 & MPR - Electrical cover is missing; Kitchen - Two light diffusers are missing in office, two light diffusers are missing in storage; 16 & 12 - Electrical conduit end cap is missing
(E)	Boy's RR - Middle toilet leaks at fitting creating a slip hazard; 106 - Drinking fountain has a low flow; Girl's RR - Two toilets are leaking at wall, two stalls are out of order; 8 - Drinking fountain has a high flow; Girl's RR - Faucet handle is missing; Boy's RR - First faucet has high pressure and low flow
(F)	MPR - Paint is peeling on exterior wall above entry; Stage, Kitchen, 14, 16 & 12 - Paint is peeling on the wall; 13 - Paint is peeling on eaves of entire wing; 11 - Paint is peeling on the cabinets and wall; 10 - Paint is peeling on the eaves; 9 - Paint is peeling at base of exterior wall; 8 - Paint is peeling on exterior wall and door frame; 4 - Paint is peeling on back exterior wall; 3 - Deficiency noted
(G)	14, 12, 4 & 3 - Dry rot is on the eaves

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, school staff are strategically assigned to designated entrance areas and the playground. During recess, campus supervisors monitor playground activity. Campus supervisors monitor

lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the staff monitor student behavior to ensure a safe and orderly departure.

Myra Linn Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Myra Linn Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2017.

Classroom Environment

Discipline & Climate for Learning

Myra Linn Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	14-15	15-16	16-17
	MLES		
% Students Suspended	0.3	0.1	2.3
% Students Expelled	0.0	0.2	0.2
	AUSD		
% Students Suspended	2.4	2.3	2.4
% Students Expelled	0.4	0.4	0.3
	California		
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.0	2	4	
1	26.0		4	
2	24.0		3	
3	22.0	1	4	
4	24.0	1	3	
5	24.0	1	4	
2015-16				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0		3	
1	22.0	1	3	
2	23.0		4	
3	22.0	1	4	
4	24.0		3	
5	27.0	1	3	
2016-17				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.0	1	4	
1	26.0		3	
2	23.0		4	
3	25.0		4	
4	26.0		3	
5	27.0	1	3	
Other	12.0	2		

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Myra Linn Elementary School revolve around the California State Standards. During the 2016-17 school year, Myra Linn Elementary School held staff development training devoted to:

- Common Core State Standards
- ELA/ELD Frameworks

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Myra Linn Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Myra Linn Elementary School's teachers had the opportunity to attend the following events hosted by the Alvord Unified School District:

- Reading Writing Workshop
- Science Across the Content Areas
- Meeting the Math Standards
- STEM-TASTIC Shared Research
- Universal Design for Learning (UDL) for Primary
- Engaging Conversations
- Increasing Academic Conversation in Math
- Problem of the Month: Bringing Rigor to the Math Classroom
- Using Tasks in Math as Formative Assessments
- Power-Up Nutrition
- Academic Conversations
- Foundational Skills
- Increasing Academic Language in Math
- Next Generation Science Standards (NGSS) Phenomena/ 3 Dimensionality/ Writing
- Be Fit to Learn
- Getting Started with Reading Workshop: Using Anchor Charts to Drive a Focus Lesson
- Musical Interpretation and Literacy (Music Teachers Only)
- 5E Lesson Planning for NGSS Performance Expectation
- Argumentative Writing
- Building Cross Disciplinary Academic Vocabulary with English Language Learners (ELL's)
- Developing Strategic Content Area Readers in the Secondary Classroom
- Personal Learning Through Voice, Choice and Authenticity
- Team Building in the Classroom
- Understanding and Interpreting the CAASPP results

Myra Linn Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Myra Linn Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of

Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, October 05, 2017, the Alvord Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 13 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Alvord Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2012	Education Northwest, <i>Wee Can Write: Using 6 + 1 Traits</i>	0 %
2007	Houghton Mifflin, <i>Big Books</i>	0 %
2010	Houghton Mifflin, <i>Houghton Mifflin Reading - Medallion Edition</i>	0 %
2012	Houghton Mifflin, <i>Pre-K Comprehensive Program - Reading</i>	0 %
English Language Development		
2006	Rigby, <i>ELD-Rigby</i>	0 %
Health		
2005	Glencoe, <i>Teen Health</i>	0 %
2005	Harcourt, <i>Harcourt Health</i>	0 %
History-Social Science		
2006	Pearson Scott Foresman, <i>History-Social Science for California</i>	0 %
Mathematics		
2008	Harcourt, <i>HSP Math</i>	0 %
2014	Houghton Mifflin, <i>CA Math Expressions</i>	0 %
Science		
2007	Scott Foresman, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Myra Linn Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Myra Linn Elementary School's students. Full-time equivalent (FTE) is a standard

measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE
Academic Counselor	0	0
Health Clerk	1	0.8
Library Clerk	1	0.5
Psychologist	1	1.0
Reading Specialist	1	0.5
School Counselor	1	1.0
Speech Therapist	1	1.0

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

Teacher Assignment

During the 2016-17 school year, Myra Linn Elementary School had 25 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	MLES			AUSD
	15-16	16-17	17-18	17-18
Total Teachers	27	25	25	862
Teachers with full credentials	27	25	25	862
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	23
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	3

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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	State Average of Districts in Same Category	
	AUSD	
Beginning Teacher Salary	\$51,579	\$48,522
Mid-Range Teacher Salary	\$83,720	\$75,065
Highest Teacher Salary	\$112,291	\$94,688
Superintendent Salary	\$260,566	\$232,390
Average Principal Salaries:		
Elementary School	\$124,711	\$119,876
Percentage of Budget:		
Teacher Salaries	41%	37%
Administrative Salaries	5%	5%

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

Expenditures Per Student

For the 2015-16 school year, Alvord Unified School District spent an average of \$10,649 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alvord Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- CA Partnership Academies: Green & Clean Academies
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Vocational Programs
- Williams Case Settlement

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	MLES	AUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$7,681	N/A	N/A	N/A	N/A
Restricted	\$1,719	N/A	N/A	N/A	N/A
Unrestricted	\$5,963	\$6,477	92.06	\$6,574	90.70
Average Teacher Salary	\$90,332	\$91,071	99.19	\$77,824	116.07

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Myra Linn Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Myra Linn Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Myra Linn Elementary School is La Sierra Branch Library, a branch of Riverside Public Library.

Address: 4600 La Sierra, Riverside
 Phone Number: (951) 688-7740
 WebSite: <http://www.riversideca.gov/library/>
 Number of Computers Available: 27

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alvord Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2017.