

Myra Linn Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

School Name	Myra Linn Elementary School
Street	10435 Branigan Way, Riverside CA
City, State, Zip	Riverside, CA 92505
Phone Number	(951) 358-1630
Principal	Dr. Theresa Steele
Email Address	theresa.steele@alvordschools.org
School Website	https://www.alvordschools.org/myralinn
County-District-School (CDS) Code	33-66977-6031553

2021-22 District Contact Information

District Name	Alvord Unified School District
Phone Number	(951) 509-5000
Superintendent	Allan J. Mucerino, Ed.D.
Email Address	superintendent@alvordschools.org
District Website Address	www.alvordschools.org

2021-22 School Overview

Myra Linn Elementary School is located in the northeastern region of Riverside and serves students in PreSchool through five following a traditional calendar.

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. 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".

Myra Linn's Mission is to continuously strive for a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning

Theory of Action:

If we work collaboratively to create a framework to develop systems to differentiate learning/ instruction...

If we are willing to analyze data to guide instruction...

If we focus on all students' needs...

...Then we will build and improve a comprehensive and equitable framework for all our students

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

2021-22 School Overview

- 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

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	75
Grade 2	70
Grade 3	77
Grade 4	79
Grade 5	81
Total Enrollment	455

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	2.4
Black or African American	4
Filipino	0.2
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.9
White	4.4
English Learners	34.1
Foster Youth	0.9
Homeless	4.8
Socioeconomically Disadvantaged	87.5
Students with Disabilities	17.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

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)	19.8	95.2	714.2	90.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	0.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	7.8	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	12.7	1.6	12115.8	4.4
Unknown	1.0	4.8	51.2	6.5	18854.3	6.9
Total Teaching Positions	20.8	100.0	790.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 16, 2021, Alvord Unified School District’s Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of “sufficient textbooks or instructional materials” means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Year and month in which the data were collected		September 16, 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018	Yes	0%
Mathematics	McGraw Hill, World of Wonders, TK / Adopted in 2018	No	0%

	Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008		
Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007	No	0%
History-Social Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007	No	0%
Foreign Language			
Health	Harcourt, Harcourt Health / Adopted in 2015	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Myra Linn Elementary School, built in 1956, is located on 7.8 acreage and its square footage totals 50,092. The school has 32 permanent classrooms, two portable classrooms, three sets of restrooms, one staff lounge, two staff work rooms, one computer lab, and one conference room. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

Year and month of the most recent FIT report				October 15, 2021
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	NT	NT	NT	NT
Female	120	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	219	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	212	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	NT	NT	NT	NT
Female	120	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	219	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	212	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Iready Student Groups	Iready Total Enrollment	Iready Number Tested	Iready Percent Tested	Iready Percent Not Tested	Iready Percent At or Above Grade Level
All Students	165	165	100	0	50.3
Female	79	79	100	0	55
Male	86	86	100	0	44
American Indian or Alaska Native	na				
Asian	na				

Black or African American	na				
Filipino	na				
Hispanic or Latino	150	150	100	100	32
Native Hawaiian or Pacific Islander	na				
Two or More Races	na				
White	na				
English Learners	51	51	100	0	.04
Foster Youth	na				
Homeless	na				
Military	na				
Socioeconomically Disadvantaged	na				
Students Receiving Migrant Education Services	na				
Students with Disabilities	37	37	100	0	.02

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	237	230	97.05	2.95	31.3
Female	120	116	96.67	3.33	31.03
Male	116	113	97.41	2.59	31.86
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	6	5	--	--	--
Hispanic or Latino	217	211	97.24	2.76	29.38
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	1	1	--	--	--
White	6	6	--	--	--
English Learners	77	73	94.81	5.19	5.48
Foster Youth	2	2	--	--	--
Homeless	13	13	100		15.38
Socioeconomically Disadvantaged	209	204	97.61	2.39	29.9
Students with Disabilities	52	52	100		7.69

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
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All Students	165	165	100	0	22
Female	79	79	100	0	18%
Male	86	86	100	100	16%
American Indian or Alaska Native	na				
Asian	na				
Black or African American	na				
Filipino	na				
Hispanic or Latino	150	150	100	0	26%
Native Hawaiian or Pacific Islander	na				
Two or More Races	na				
White	na				
English Learners	51	51	51	0	0
Foster Youth	na				
Homeless	na				
Military	na				
Socioeconomically Disadvantaged	na				
Students Receiving Migrant Education Services	na				
Students with Disabilities	37	37	100	0	.02
iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	237	229	96.62	3.38	11.79
Female	120	114	95	5	12.28
Male	116	114	98.28	1.72	11.4
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	6	5	--	--	--
Hispanic or Latino	217	210	96.77	3.23	10.48
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	1	1	--	--	--
White	6	6	--	--	--
English Learners	77	73	94.81	5.19	2.74
Foster Youth	2	2	--	--	--
Homeless	13	13	100		
Socioeconomically Disadvantaged	209	202	96.65	3.35	11.39
Students with Disabilities	52	52	100		1.92

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	NT	NT	NT	NT
Female	48	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	72	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	70	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events 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.

Volunteer Opportunities:

Chaperone Field Trips
Classroom Helper
Library Helper
Extra-Curricular Activities
PTA
ATP
SSC
ELAC
Parent Classes

School Advisory Groups & Committees:

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

2021-22 Opportunities for Parental Involvement

School Events:
 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
 Science Fair
 School Family Festivals
 Career Week

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	468	86	18.4
Female	235	230	38	16.5
Male	241	238	48	20.2
American Indian or Alaska Native	2	2	0	0.0
Asian	11	11	0	0.0
Black or African American	20	20	3	15.0
Filipino	1	1	0	0.0
Hispanic or Latino	414	406	73	18.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	2	50.0
White	21	21	8	38.1
English Learners	162	160	27	16.9
Foster Youth	6	5	0	0.0
Homeless	28	27	6	22.2
Socioeconomically Disadvantaged	414	409	77	18.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	86	23	26.7

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.05	0.00	2.59	0.09	3.47	0.20
Expulsions	0.00	0.00	0.53	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	2.31	2.45
Expulsions	0.00	0.13	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in November 2021. This plan, developed in collaboration with the school, local agencies, and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included in the School Safety Plan. Earthquake, fire, and lock-down drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of the current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; the safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19	1	4	
1	23		3	
2	21		4	
3	21	1	3	
4	30		2	
5	26	1	4	
6				

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	22	1	3	
1	23		3	
2	25		3	
3	17	1	3	
4	29		2	
5	31		2	
6				
Other	17	3	1	

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	7	8	2	
1	12	4	2	
2	4	13	2	
3	8	7	2	
4	12	4	2	
5	18	2	2	
6				
Other	17	2		

2020-21 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	455

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$9,346.02	\$2,087.66	\$7,258.37	\$97,255
District	N/A	N/A	\$7,332.88	\$97,696
Percent Difference - School Site and District	N/A	N/A	-1.0	-0.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-15.1	11.8

2020-21 Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Myra Linn Elementary School received the following supplemental state and federal funds:
 State-Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners, or foster youth.
 Federal Title I funds to provide school-wide supplemental services to support students identified as not meeting the rigorous state academic standards.
 Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,662	\$52,562
Mid-Range Teacher Salary	\$87,101	\$83,575
Highest Teacher Salary	\$116,826	\$104,166
Average Principal Salary (Elementary)	\$122,487	\$131,875
Average Principal Salary (Middle)	\$138,404	\$137,852
Average Principal Salary (High)	\$143,190	\$150,626
Superintendent Salary	\$267,800	\$260,243
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional training that is appropriate for individual needs, or for specific programs sponsored by the district. Site professional development is held during Fridays and articulation days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students' results on formative and summative assessments. District professional development includes release days and after-school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the district, which includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

Myra Linn Elementary School's full-day articulations professional development focused on:

Data Review

ELD Writing Domains and Deconstructing Task Types

ELA Claims and Targets: Writing to Learn

Math task types

In addition, during our monthly professional development, we focused on-

PBIS

Formative Assessments

Writing: Note-taking, annotations, quick writes, revisions, writing rubrics.

Alvord Unified School District provided professional development for teachers and support staff in 2020-2021 on various topics related to state-mandated assessments (CAASPP, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7.5	7.5	7.5

Alvord Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alvord Unified School District
Phone Number	(951) 509-5000
Superintendent	Allan J. Mucerino, Ed.D.
Email Address	superintendent@alvordschools.org
District Website Address	www.alvordschools.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9555	NT	NT	NT	NT
Female	4682	NT	NT	NT	NT
Male	4871	NT	NT	NT	NT
American Indian or Alaska Native	24	NT	NT	NT	NT
Asian	366	NT	NT	NT	NT
Black or African American	390	NT	NT	NT	NT
Filipino	143	NT	NT	NT	NT
Hispanic or Latino	7645	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	55	NT	NT	NT	NT
Two or More Races	133	NT	NT	NT	NT
White	799	NT	NT	NT	NT
English Learners	2711	NT	NT	NT	NT
Foster Youth	62	NT	NT	NT	NT
Homeless	720	NT	NT	NT	NT
Military	208	NT	NT	NT	NT
Socioeconomically Disadvantaged	7444	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1288	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9556	NT	NT	NT	NT
Female	4683	NT	NT	NT	NT
Male	4871	NT	NT	NT	NT
American Indian or Alaska Native	24	NT	NT	NT	NT
Asian	366	NT	NT	NT	NT
Black or African American	390	NT	NT	NT	NT
Filipino	143	NT	NT	NT	NT
Hispanic or Latino	7646	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	55	NT	NT	NT	NT
Two or More Races	133	NT	NT	NT	NT
White	799	NT	NT		NT
English Learners	2711	NT	NT	NT	NT
Foster Youth	62	NT	NT	NT	NT
Homeless	720	NT	NT	NT	NT
Military	208	NT	NT	NT	NT
Socioeconomically Disadvantaged	7444	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1288	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	8042	7693	95.66	4.34	37.87
Female	3956	3796	95.96	4.04	41.62
Male	4079	3895	95.49	4.51	34.2
American Indian or Alaska Native	20	19	95	5	57.89
Asian	306	298	97.39	2.61	67.45

Black or African American	332	311	93.67	6.33	41.8
Filipino	115	113	98.26	1.74	74.34
Hispanic or Latino	6434	6187	96.16	3.84	33.62
Native Hawaiian or Pacific Islander	45	42	93.33	6.67	45.24
Two or More Races	104	102	98.08	1.92	56.86
White	671	614	91.51	8.49	53.09
English Learners	2338	2237	95.68	4.32	11.27
Foster Youth	33	25	75.76	24.24	20
Homeless	356	333	93.54	6.46	25.23
Socioeconomically Disadvantaged	6298	6017	95.54	4.46	32.69
Students with Disabilities	1201	1100	91.59	8.41	9.36
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9485	1	--	--	--
Female	4638	1	--	--	--
Hispanic or Latino	7582	1	--	--	--
Socioeconomically Disadvantaged	7416	1	--	--	--
MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
All Students	9485	6	--	--	--
Female	4638	2	--	--	--
Male	4836	2	--	--	--
Hispanic or Latino	7582	4	--	--	--
English Learners	2693	3	--	--	--
Socioeconomically Disadvantaged	7416	4	--	--	--
Students with Disabilities	1362	1	--	--	--
SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	9485	2	--	--	--
Male	4836	1	--	--	--
Hispanic or Latino	7582	1	--	--	--
Socioeconomically Disadvantaged	7416	1	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	9485	8931	94.16	5.84	18.05
Female	4638	4398	94.83	5.17	18.12
Male	4836	4530	93.67	6.33	17.95
American Indian or Alaska Native	24	21	87.5	12.5	33.33
Asian	363	347	95.59	4.41	49.86
Black or African American	376	348	92.55	7.45	18.1
Filipino	143	139	97.2	2.8	51.08
Hispanic or Latino	7582	7171	94.58	5.42	14.27
Native Hawaiian or Pacific Islander	54	50	92.59	7.41	18
Two or More Races	124	121	97.58	2.42	34.71
White	800	726	90.75	9.25	30.58
English Learners	2693	2522	93.65	6.35	4.52
Foster Youth	45	32	71.11	28.89	12.5
Homeless	402	375	93.28	6.72	9.07
Socioeconomically Disadvantaged	7416	6969	93.97	6.03	14.12
Students with Disabilities	1362	1234	90.6	9.4	4.62
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
All Students	9485	6	--	--	--
Female	4638	2	--	--	--
Male	4836	2	--	--	--
Hispanic or Latino	7582	4	--	--	--
English Learners	2693	3	--	--	--
Socioeconomically Disadvantaged	7416	4	--	--	--
Students with Disabilities	1362	1	--	--	--
SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level

All Students	9485	2	--	--	--
Male	4836	1	--	--	--
Hispanic or Latino	7582	1	--	--	--
Foster Youth	45	1	--	--	--
Socioeconomically Disadvantaged	7416	1	--	--	--
Students with Disabilities	1362	1	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.