



Myra Linn Elementary School

10435 Branigan Way, Riverside CA • Riverside, CA 92505 • (951) 358-1630 • Grades P-5

Dr. Theresa Steele, Principal

theresa.steele@alvordschools.org

www.alvordschools.org/myralinn

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Alvord Unified School District

9 KPC Parkway

Corona, CA 92879

(951) 509-5070

www.alvordschools.org

District Governing Board

Carolyn M. Wilson, President

Lizeth Vega, Vice President

Joanna Dorado, Ed.D., Clerk

Julie A. Moreno, Member

Robert Schwandt, Member

District Administration

Allan J. Mucerino, Ed.D.

Superintendent

Dr. Robert E. Presby

Assistant Superintendent, Human Resources

Fernando Cubias

Interim CBO, Business Services

Dr. Sherri Kemp

Executive Director, Educational Services

Kevin Ememaker

Executive Director, Administrative Services

School Description

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.

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
- 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 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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	85
Grade 2	78
Grade 3	79
Grade 4	86
Grade 5	105
Total Enrollment	526

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.6
Asian	1.5
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.4
White	3.6
Two or More Races	0.6
Socioeconomically Disadvantaged	91.3
English Learners	53.6
Students with Disabilities	12
Foster Youth	1
Homeless	2.1

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 Myra Linn Elementary	17-18	18-19	19-20
With Full Credential	25	23	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alvord Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	838
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	18

Teacher Misassignments and Vacant Teacher Positions at Myra Linn Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

On September 19, 2019, 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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw Hill, World of Wonders, TK / Adopted in 2018 Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Health	Harcourt, Harcourt Health / Adopted in 2015 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)

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 15, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Office: Formica is chipping near swinging gate. Staff Lounge: Ceiling tile has water stain 101: Paper towel dispenser broken; 108: Formica counter top is peeling 207: Ceiling tile has a water stain; 203: floor tiles broken at entry 202: Ceiling tile has a water stain; Formica counter top is chipping 201: Ceiling tile has a stain p-1 ceiling tile is broken; rubber molding is missing; ; p-2: carpet is torn; ceiling tile is broken; mpr: floor tiles broken at entry; stage: wheelchair lift is being used for storage; paint peeling on wall kitchen: floor tiles are cracked and broken; two light diffusers are missing in office; access to panel is blocked in office; two light diffusers are missing in storage; paint is peeling on wall 13: paint is peeling on eaves of entire wing; hole on eaves 14: drinking fountain has high flow; paint is peeling; dry rot on eaves 16: Drinking fountain has a high flow; window screen missing 11: Carpet is lifting; paint is peeling on the cabinet and wall 10: Drinking fountain is loose at base; paint is peeling on the eaves 9: Floor tiles are missing at entry; floor tile is broken and lifting under the sink; paint is peeling at base of exterior wall; paint is peeling on cabinets 5: Floor tile are broken at entry 7: floor tiles are missing at entry 11: paint is peeling on door frame 8: Drinking fountain has a high flow; paint is peeling on door frame k-1 ceiling tile re broken; paint is peeling on exterior wall 4: floor tiles are broken at entry; paint is peeling on back exterior wall; dry rot on eaves 3: Ceiling tile has a water stain; broken tiles at entry; dry rot on eaves 2: Floor tiles missing at entry 1. drinking fountain has a high flow girls restroom: faucet handle is missing workroom: ceiling tile has stain conference room: ceiling tile has water stain

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	workroom: unsecured items are store too high
Electrical: Electrical	Fair	101: electrical cover missing; light bulbs out 107: One light ballast out 207: One light ballast out P1: two Ethernet covers missing p2: electrical cover is broken; mpr: electrical cover loose; 12: electrical conduit end cap is missing; switch plate is broken; paint is peeling on the wall; dry rot on eaves
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	106: Drinking fountain has a low flow
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	P1: dry rot on siding p2: door closer missing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	trip hazards at asphalt/ cement seam_ playground: sunshade metal slides unisex restroom near mpr: paint is peeling on the door parking lots: trip hazards; one sprinkler near 100 is broken
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	37	40	42	50	50
Math	27	22	27	28	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.9	15.9	10.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	275	98.57	37.09
Male	132	130	98.48	30.00
Female	147	145	98.64	43.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	255	253	99.22	37.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	255	251	98.43	34.26
English Learners	186	184	98.92	40.22
Students with Disabilities	48	48	100.00	6.25
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	277	99.28	22.02
Male	132	131	99.24	18.32
Female	147	146	99.32	25.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	255	255	100.00	21.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	255	253	99.22	18.58
English Learners	186	186	100.00	22.58
Students with Disabilities	48	48	100.00	4.17
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2019-20)

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

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)

School Events:
 Back to School Night
 Open House
 Spelling Bee
 Student Performances
 Soccer Games - Halftime
 MLDC Dance Team Performances
 Choir Performances
 Drama 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
 Running Club
 School Family Festivals
 Career Week

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

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in December, 2019. 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 into 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 current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.5	2.1
Expulsions Rate	0.2	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.8	2.6
Expulsions Rate	0.3	0.3	0.5

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	526.0

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	1.5

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		22		5		19	1	4	
1	26		3		21	2	2		23		3	
2	23		4		25		3		21		4	
3	25		4		18	5			21	1	3	
4	24		3		34			3	30		2	
5	27	1	3		24		3		26	1	4	
Other**	12	2			15	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7.5	8.5	7.5

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings which are appropriate for individual needs, or for specific programs sponsored by the district. Site professional development is held during early release Tuesday's 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.

During 2019-20, 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 2019-20 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.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2017-2018: 4 full days and 9 minimum days (1 hour) of professional development; 19 collaboration days (1 hour).

2018-2019: 5 full days and 9 minimum days (1 hour) of professional development; 19 collaboration days (1 hour).

2019-2020: 4 full days and 9 minimum days (1 hour) of professional development; 19 collaboration days (1 hour).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,579	\$51,374
Mid-Range Teacher Salary	\$83,720	\$80,151
Highest Teacher Salary	\$112,291	\$100,143
Average Principal Salary (ES)	\$129,356	\$126,896
Average Principal Salary (MS)	\$134,810	\$133,668
Average Principal Salary (HS)	\$146,265	\$143,746
Superintendent Salary	\$281,011	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

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

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 in 2018-19:

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.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 8,707	\$ 1,604	\$ 7,103	\$ 89,514
District	N/A	N/A	\$ 7,069	\$92,673.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-200.0	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.