

Linden Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Linden Elementary
Street	18100 West Front St.
City, State, Zip	Linden, CA 95236-9701
Phone Number	(209) 887-3600
Principal	Mary Evans
Email Address	maevans@LindenUSD.com
Website	www.lindenUSD.com/lindenele
County-District-School (CDS) Code	39685776041974

Entity	Contact Information
District Name	Linden Unified School District
Phone Number	(209) 887-3894
Superintendent	Rick Hall
Email Address	lindensuperintendent@LindenUSD.com
Website	www.lindenUSD.com

School Description and Mission Statement (School Year 2019-20)

Linden Elementary School is in the Linden Unified School District, a medium-sized rural district serving approximately 2,250 students as of November, 2019, in grades K-12. The District is located in the eastern part of San Joaquin County and is comprised of four elementary schools, one comprehensive high school, and one alternative high school. Linden Elementary School is a transitional kindergarten through fourth grade elementary school with an enrollment of 431 students as of November, 2019. Linden Elementary School mission is to nurture responsible, literate citizens who are proficient readers, writers, and mathematicians as measured by the California Common Core Standards Assessments and district benchmarks. We are committed to provide a network of support so all students will achieve these goals, with the emphasis, "Where Children Start Their Education".

The educational needs of students are addressed through differentiated classroom instruction, adherence to daily English language development for our English learners and by providing intervention to those students who are academically at-risk. Students will be stimulated to learn through a wide variety of activities and strategies that address the needs of all learners. LUSD Instructional Norms consist of Learning Objectives, Student Engagement, Questioning Techniques, and Content Area Writing. The District is focusing on five major engagement strategies for the school year including, but not limited to, Structured Pair Share, Random Call on, Whiteboards, Students explaining their Thinking, and Interactive/Reciprocal Read. The District has also committed to implementing Kagan Engagement Strategies to support Instructional Norms.

LUSD principals deliver professional development at monthly district wide training on Instructional Norms and current practices. Professional Development is also provided at the site level by principal and other staff resources within the district. Instructional coaches play a significant role in staff professional learning. The goal is to provide training to help staff become experts in our Instructional Norms and Student Engagement Strategies resulting in student academic success.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	75
Grade 2	101
Grade 3	85
Grade 4	73
Total Enrollment	441

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.6
Asian	1.1
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.7
White	41.5
Two or More Races	1.4
Socioeconomically Disadvantaged	55.8
English Learners	39
Students with Disabilities	11.8
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	21	102
Without Full Credential	0	2	2	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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)

Year and month in which data were collected: November, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders, Language Arts w/ELD. Benchmark, Benchmark, Language Arts , 3-5. w/ELD. SRA, (Adopted May, 2016) Corrective Reading: Intervention: (Adopted 5/2016) All selected from standards based materials adopted by State Board of Education.	Yes	0
Mathematics	McGraw Hill, Every Day Math, 2016, K-5 (Adopted 2014-2015), McGraw Hill, California Math, 2016, 6-8 (Adopted 2014-2015), McGraw Hill, Integrated Math, 2016, 9-10, (Adopted 2014-2015) All selected from standards based materials adopted by State Board of Education.	Yes	0
Science	MacMillan/McGraw, Science for Grade K-5(Adopted 4/18/2007) Pearson-Prentice Hall, Science for Grade 6-8(Adopted 4/18/2007) All selected from standards based materials adopted by State Board of Education.	Yes	0
History-Social Science	Houghton Mifflin; History Social Science, 2006 K-5(Adopted 3/21/2006) Holt, California Social Studies, 20066-8 (Adopted 3/21/2006) All selected from standards based materials adopted by State Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Linden Unified Maintenance Department is responsible for all playground and campus building structures safety and coordinates inspections to confirm all equipment is in compliance with safety regulations. Linden Unified School District Maintenance Department services heating/air conditioning units, maintains grounds, and building maintenance and upkeep, with exception when an outside vendor is required. Daytime custodian/maintenance employee's address site safety and minor maintenance issues that arise during the school day, including student and adult restroom care, classroom ,maintenance issues including installation of screens, projectors, etc. This employee also assists with the cafeteria cleaning, table setup, cafeteria garbage removal, and floor care. Evening custodians clean classrooms and restrooms, empty trash and deposit in the trash commercial receptacles, and monitor site grounds. This staff and their department deep cleans classrooms, completes larger maintenance projects, and often rotates from site to site to complete larger projects during summer months when campuses are free of students and to work around Summer School programs. The superintendent, Linden Unified School Board, Maintenance Director, and site principal walk the campus in the fall of the year to monitor project completion, determine other areas of repair and receive updates on school projects and equipment, such as playground structures, asphalt, painting, and portable and permanent buildings.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 7/28/17

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	45	42	40	50	50
Mathematics (grades 3-8 and 11)	54	59	32	32	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	152	98.06	1.94	44.74
Male	77	75	97.40	2.60	36.00
Female	78	77	98.72	1.28	53.25
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	84	83	98.81	1.19	30.12
Native Hawaiian or Pacific Islander					
White	64	62	96.88	3.12	64.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	86	84	97.67	2.33	25.00
English Learners	67	66	98.51	1.49	25.76
Students with Disabilities	23	22	95.65	4.35	36.36
Students Receiving Migrant Education Services	11	10	90.91	9.09	10.00
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	153	98.71	1.29	59.48
Male	77	75	97.40	2.60	60.00
Female	78	78	100.00	0.00	58.97
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	84	84	100.00	0.00	44.05
Native Hawaiian or Pacific Islander					
White	64	62	96.88	3.12	79.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	86	85	98.84	1.16	43.53
English Learners	67	67	100.00	0.00	46.27
Students with Disabilities	23	22	95.65	4.35	54.55
Students Receiving Migrant Education Services	11	11	100.00	0.00	45.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5			

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.

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)

Linden Elementary provides a variety of programs and activities that promote parent involvement, a priority at Linden Elementary. Nearly all classrooms have one to three parent volunteers to support classroom teachers. Parents are encouraged to attend PTC (Parent Teacher Club) to gain knowledge of school fundraisers and work with principal, along with teachers, to determine ways to support student learning. Parents are encouraged to ask questions or make constructive suggestions. Parent meetings present opportunities to learn about student support programs, school operation and educational services through presentations by the superintendent and community program representatives. Parents assist with Star Lab, picture day, and fundraisers that include annual fundraising dinner, walk-a-thon, Heart Challenge, and Dad's Day in conjunction with Read Across America. Various parent groups receive information on homework help at home, health, language arts, mathematics, PBIS (Positive Intervention Behavior Support) Internet safety and student motivation. In addition, parent volunteers help health clerk with school safety by checking and replacing items in safety backpacks, and chaperoning field trips. Our Spanish speaking parents are encouraged to participate in ELAC, which meets quarterly. We also offer English classes weekly to our non-English speakers. Agenda's and school communications are provided in both English and Spanish. Both PTC and ELAC have a representative at each others meetings to share ideas or concerns between groups. School Site Council offers opportunities for elected parents to participate in budget oversight, engage with teachers and classified school personnel to ask questions for themselves and the school community. The Council input is valued as a school community voice. Linden Elementary also provides a meeting space for our Headstart neighbors to hold monthly meetings. These parents are future Linden Elementary parents and will have knowledge of our campus when become parents of Linden Elementary Lions..

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	1.3	0.9	4.5	5.7	6.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.3	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Linden Elementary School views safety as a top priority. The plan includes specific information about evacuation routes, drills and staff responsibilities. All staff members review the school safety procedures at the beginning of each school year. Safety signals and drills are practiced with the children on a regular basis, with fire drills meeting the once a month requirement. Each classroom has a safety backpack with emergency supplies. Backpacks accompany teachers and classes during drills and on field trips. All teachers carry a 2 way radio for quick communication and to receive current information. We provide close student supervision before, during, and after school. Safety concerns of classroom or building maintenance are reported to the office by staff and parents. Concerns are acted upon immediately by District maintenance crew, site custodians, or outside contractors. The Extended Learning Program adheres to all Safety Plan protocol and practice emergency drill on the same schedule as the regular school day. Linden Elementary participates in the Positive Behavior Intervention Support Program to assure that student social and emotional safety is maintained and improved. The District has an ongoing Distinct Safety Committee that meets quarterly to make decisions of District safety procedures, provide current information on best current safety practices, and hear from safety experts that share information and experiences of a successful safety plan. The District has implemented "Share 911".

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.

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	25	1	4		25		4		21	1	4	
1	24		3		24		4		25		3	
2	23		3		26		3		25		4	
3	26		3		22		3		17	3	2	
4	25	5	15		23	4	15		18	5	15	
Other**					10	1						

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	.8

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5902.73	1087.94	4814.79	69669.39
District	N/A	N/A	5772.43	\$69,553.00
Percent Difference - School Site and District	N/A	N/A	-18.1	0.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-43.7	-4.6

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.

Types of Services Funded (Fiscal Year 2018-19)

In addition to the Regular Education program, the following programs are available to those who qualify: Special Education-RSP, SDC, Speech, and ELD. Other student services include Bilingual Aides, Library Aide, Classroom Aides, and Speech services for District identified preschoolers meeting criteria. In addition, the following programs are offered to all Linden Elementary students: Music Instruction once week (all students), and for those that qualify, PALS intervention (kindergarten), Reading Recovery (1st) and Reading for Success (2nd), Spire, along with (Kinder). After school Student Success Shop is offered to first through fourth grades as intervention assistance provided by credentialed on site teachers. Each of the credentialed teachers assigned to these programs possess the appropriate CTCL, CLAD, BCLAD, and/or SDAIE certificate.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,537	\$46,208
Mid-Range Teacher Salary	\$68,674	\$72,218
Highest Teacher Salary	\$87,058	\$92,742
Average Principal Salary (Elementary)	\$101,876	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$112,076	\$127,356
Superintendent Salary	\$141,566	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

During the 2019-2020 school year, the district focused on the Social Emotional development of children. This included guest speakers on brain-based learning, trauma informed practices, and the Nurtured Heart philosophy. Teachers were able to use social emotional screener data to support students with growth mindset, self-efficacy, self-awareness, and social awareness in the classrooms and around school grounds. The district also adopted the initiative #ICANHELP to educate and empower students to use social media positively. To support safe campuses, the district received professional development and began implementation of the H.E.R.O. program to teach students how to prevent and survive active shooter incidents and other types of violent threats.

During the 2018-2019 school year, the district focused on Kagan Strategies for Student Engagement. All three professional development days were focused on instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.

During the 2017-2018 school year, Linden Unified employs two Instructional Coaches that are available to all teachers, new and seasoned, to assist with classroom engagement strategies, Common Core Standard implementation through curriculum and support materials, and organization. This year, Linden Unified School District has focused on preparing teachers for the Next Generation Science Standards (NGSS) understanding and implementation. In preparation of the NGSS curriculum adoption and implementation, teachers have received NGSS training from the San Joaquin Office of Education Science Department. The training began in 2016 and has continued district wide through this current school year. The SJCOE professional development workshops have been presented to various district-wide grade levels by a single SJCOE science department expert. Teachers then breakout in grade levels to collaborate and plan units for NGSS instruction. In addition, the district has developed a science cadre made up of volunteer grade level teacher leaders to help further the NGSS professional development at sites and district grade level meetings during early release Wednesdays. Linden Elementary has three teacher representative in the district team participating in the NGSS adoption process. The district is in piloting phase currently.

In addition to NGSS, Linden Unified School District continues professional development in other areas. Teachers representing all grades within the district volunteered to develop math pacing guides while working with curriculum publishers during summer months and throughout the school year. All teachers, including classroom, Resource and SDC, received training's including Read 180/System 44, Daily 5, AERIES, Accelerated Reader, Common Core ELA/Math, ELA/ELD Designated instruction, and Special Education training, including Assault Behaviors, and Opposition Defiance Disorder. Intervention aides receive professional development on intervention programs and implementation at monthly meetings with the reading intervention teacher. They also are encouraged to attend outside professional development. For example, San Joaquin County Down's Syndrome training, and para professional training.

Linden Unified School District has adopted Instructional Norms and specific engagement strategies to support them. Those strategies are use of white boards, students explaining their answers, random selection. structured pair share, and interpretive/reciprocal read.

These growth opportunities are specifically determined by district goals and implementation monitored through superintendent, Educational Services Director, and principal walk through's, teacher-principal meetings, grade level collaboration with principal or intervention teacher facilitating, Academic Conferences, and analyzing student data to determine effective and strategies. District wide teacher professional development is presented by site principals once a month to ensure knowledge of District Instructional Norm strategies are taught and engagement strategies are demonstrated.