



John Marshall Elementary

1141 Lever Blvd. • Stockton, CA 95206 • (209) 933-7405 • Grades K-8

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<http://www.stocktonusd.net/Marshall>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District

701 North Madison St.
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District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

Marshall Elementary school utilizes the Advancement Via Individual Determination (AVID) college readiness system to provide students with a challenging and rigorous curriculum in order to ensure they are college and career ready. Aligned with AVID, Marshall utilizes a Science Technology Engineering and Math (STEM) curriculum called Project Lead the Way (PLTW). AVID and PLTW align by using similar strategies such as problem solving, inquiry, organization, reading, writing, and student collaboration to ensure all students learn at high levels. Marshall also celebrates and recognizes staff and students within our Positive Behavior Interventions and Support system. We use the acronym P.R.I.D.E. to teach and reinforce what we call "scholarly" behaviors. Students are celebrated weekly by teachers who identify students who are excelling socially and academically. We also have quarterly recognition assemblies to recognize students for academic progress, P.R.I.D.E., attendance, and other areas of success. Finally, teachers collaborate weekly to identify students who need extra support and work together to provide intervention and enrichment for all students. Intervention and enrichment are provided during College Workshop time which is one hour daily. Teachers provide differentiated instruction to students during this time based on individual student needs identified through grade level common formative assessments.

Vision: Marshall will be recognized as a model collaborative community by demonstrating a passion for learning and personal growth, preparing students for college and career success.

Mission: Marshall prepares students for college and career readiness by providing a collaborative and engaging environment and using strategies that ensure students are successful in a rigorous and innovative curriculum

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	58
Grade 1	68
Grade 2	61
Grade 3	55
Grade 4	46
Grade 5	81
Grade 6	63
Grade 7	63
Grade 8	65
Total Enrollment	560

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.7
American Indian or Alaska Native	1.4
Asian	8.6
Filipino	12
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	0.7
White	2.9
Two or More Races	3.8
Socioeconomically Disadvantaged	84.5
English Learners	29.1
Students with Disabilities	16.3
Foster Youth	0.4

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.

Teacher Credentials			
John Marshall Elementary	15-16	16-17	17-18
With Full Credential	33	26	23
Without Full Credential	7	3	6
Teaching Outside Subject Area of Competence	1	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John Marshall Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	1	0	0

* "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 2017-18)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 23, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Marshall Elementary/Basfield was built in 1957. Marshall has gone through district modernization. The school's infrastructure and classrooms have been upgraded to meet the demands of the 21st century. Marshall received additional modernization when it converted from a 7-8 middle school to a K-8 elementary school. Primary classrooms were retrofitted for bathrooms and water fountains in the classroom. New furniture was purchased to meet the needs of K-3 population. Continual upgrades to enhance access to technology are an ongoing project with Marshall and the district.

Marshall has many classrooms, a multipurpose room/cafeteria, two gymnasiums, a library and an administration building. The number of classrooms in use varies, depending on enrollment and available space.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

During the 2013-14 school year, a major project was completed that moved the main entrance of the school from the west parking lot, to the south entrance. This will ensure better security on campus while also providing a better service to visitors.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/27/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Multipurpose kitchen: thermostat broken, loose ceiling tile, broken floor tile and missing baseboard, fix hole above door. Repair asphalt outside multi purpose. rm 34: secure internet outlet, paint walls, door and cabinets, broken thermostat cover.
Interior: Interior Surfaces			X	Boys&Girls restrooms: boys restroom main hallway paint peeling, repair door out of adjustment. Multipurpose kitchen: thermostat broken, loose ceiling tile, broken floor tile and missing baseboard, fix hole above door. Repair asphalt outside multi purpose. rm 104: missing & broken ceiling tile. rm 12: missing and loose ceiling tile, caulk around toilet. rm 34: secure internet outlet, paint walls, door and cabinets, broken thermostat cover. rm 46: secure internet outlet, crack on south wall, stained ceiling tile, paint walls. rm 53: loose ceiling tile, trim missing around west wall, cabinets missing door needs to hung, broken conduit on west wall. rm 63: crack on west wall, stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/27/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical			X		rm 102: secure internet outlet. rm 26: secure internet outlet. rm 34: secure internet outlet, paint walls,door and cabinets,broken thermostat cover. rm 46: secure internet outlet,crack on south wall,stained ceiling tile,paint walls. rm 53: loose ceiling tile,trim missing around west wall, cabinets missing door needs to hung.broken conduit on west wall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			rm 12: missing and loose ceiling tile,caulk around toilet.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			Boys&Girls restrooms: boys restroom main hallwy ppaint peeling, repair door out of adjustment. Multipurpose kitchen: thermostat broken,loose ceiling tile,broken floor tile and missing baseboard,fix hole above door. Repair asphalt outside multi porpuse. overall: paint peeling on overhangs 50-60 wing, cracks on walkways and front of school sidewalk cracked, asphalt walkway by gym and par45730 lot inbad condition.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				overall: paint peeling on overhangs 50-60 wing, cracks on walkways and front of school sidewalk cracked, asphalt walkway by gym and par45730 lot inbad condition.
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	16	15	25	26	48	48
Math	15	15	21	20	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	33	21	29	30	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.7	25.6	25.6
7	26.6	15.6	12.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	151	148	98.0	21.0
Male	88	85	96.6	16.5
Female	63	63	100.0	27.0
Black or African American	30	30	100.0	6.7
Asian	12	12	100.0	33.3
Filipino	18	18	100.0	61.1
Hispanic or Latino	71	68	95.8	17.7
Socioeconomically Disadvantaged	107	104	97.2	14.4
English Learners	38	37	97.4	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 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	389	383	98.46	14.62
Male	200	195	97.5	9.74
Female	189	188	99.47	19.68
Black or African American	75	75	100	17.33
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100	22.86
Filipino	38	38	100	47.37
Hispanic or Latino	207	201	97.1	6.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	15.38
Two or More Races	14	14	100	14.29
Socioeconomically Disadvantaged	338	333	98.52	12.61
English Learners	134	132	98.51	9.85
Students with Disabilities	47	47	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	389	385	98.97	15.32
Male	200	197	98.5	14.21
Female	189	188	99.47	16.49
Black or African American	75	75	100	10.67
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100	25.71
Filipino	38	38	100	39.47
Hispanic or Latino	207	203	98.07	9.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	7.69
Two or More Races	14	14	100	42.86
Socioeconomically Disadvantaged	338	335	99.11	13.73
English Learners	134	132	98.51	12.12
Students with Disabilities	47	47	100	2.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Marshall recognizes that parents and the community play an important role in the success and education of their students. Marshall established partnerships with community businesses and organizations to increase parent participation. Our parent involvement continues to be a critical focus at Marshall. Marshall offers several opportunities and programs to encourage parent involvement. Parents have opportunities to support the teachers in their classrooms as well as on fieldtrips, fundraisers, special events, coffee hours, and parent academies. We have established several effective parent organizations (PTA, School Site Council, ELPIC, and Family Nights) that allows for greater parent participation.

After School Programs

- Counseling services when available
- English Parent Involvement Committee (ELPIC)
- English Language Learner instruction and support (ELD)
- English as a Second Language (ESL) classes
- Family Health Centers and programs when and where available
- Parent Resource Center (Taylor)
- Parent/Student conferences
- Parent/Teacher/Association (PTA)
- School Site Council (SSC)
- Parent Academies such as Empowering Parents to Influence their Children (ELPIC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing

Participating in the decision making process in school organizations and committees
 Planning and participating in activities at home that support classroom learning
 Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office, (209) 933-7405.

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

Our school places a strong emphasis on ensuring the safety of all students and staff members. A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness Emergency Management for School (REMS) Plan identifies procedures to follow during emergencies and natural disasters. At Marshall, emergency drills (duck and cover, fire drills, flood drills and school lockdowns) are conducted on a regular basis. Staff are also required to participate in "Table Talk" discussions on how they would respond during certain types of emergencies. Marshall also participates in district initiated drills. A disaster is identified by the district and the site may be selected to carry-out the procedures of a real disaster. Unscheduled drills keep the site better prepared in the event of an actual emergency situation. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to assist in resolving the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. A clean campus makes for a safe campus.

Students are monitored while on campus throughout the school day by a team of qualified staff including Campus Security Assist, noon duty supervisors, teachers, site administrators, parent volunteers and other school staff. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	9.3	16.4	12.5
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.10
Nurse	1.00
Speech/Language/Hearing Specialist	3.00
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	11	20	3	10	2	3	2	4			
1	15	13	24	2	7		1	4	4			
2	16	15	27	2	5		2	4	4			
3	20	12	28	2	5		3	4	4			
4	21	13	23	2	8			6	4	2		
5	16	17	27	3	4		2	4	6			
6	31	12	21		9	2	10	4	4			
Other	22	3	13	1	4	4	1					

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

Professional Development provided for Teachers

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

Teachers also participate in ongoing, job embedded professional development through the Professional Learning Communities model. Teachers attend multiple professional development opportunities for AVID, Project Lead the Way, PBIS, and San Joaquin County Office of Education professional learning workshops. Lastly, administration and the instructional coach provide targeted, ongoing professional development during monthly College Workshop collaboration. Teachers meet with administration and the instructional coach for two hours each month to receive differentiated professional development based on the individual needs of each grade level.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	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

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13380.22	7380.73	5999.48	60530.41
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-17.2	-12.1
Percent Difference: School Site/ State			-8.7	-23.6

* Cells with ♦ do not require data.