



John Marshall Elementary

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

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
Candelaria Vargas

District Administration

John E. Deasy, Ph.D.
Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
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 and accountable 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	43
Grade 1	64
Grade 2	72
Grade 3	58
Grade 4	65
Grade 5	58
Grade 6	74
Grade 7	62
Grade 8	64
Total Enrollment	560

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.3
American Indian or Alaska Native	0.7
Asian	8.0
Filipino	12.3
Hispanic or Latino	51.8
Native Hawaiian or Pacific Islander	0.0
White	4.1
Socioeconomically Disadvantaged	87.9
English Learners	25.2
Students with Disabilities	20.9
Foster Youth	1.1

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			
John Marshall Elementary	16-17	17-18	18-19
With Full Credential	26	23	24
Without Full Credential	3	6	9
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
John Marshall Elementary	16-17	17-18	18-19
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	1	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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boys R/R by rm-102: interior walls and ceiling-paint, toilet paper dispenser rusted-replace Cafeteria / Kitchen: west double doordry rot-replace, entrance double doors and frames-paint, baseboard-replace, interior walls-paint, stage floor -sand and re-varnish, eastof stage hallway walls and handrails-paint Girls R/R by rm-101A: entrance door and frame-paint, north wall crack tile-replace North/East Boys R?R: interior walls and ceiling-paint, hand soap and paper towel dispensers broken-replace, metal toilet seat cover dispenser damage-replace North/East Girls R?R: linoleum floor-replace,interior walls and ceiling-paint, hand towel dispenser broken-replace, handicap stall safety handrails loose-repair, metal toilet seat cover dispenser damage-replace, handicap stall east wall holes-repair and paint RM-13: interior walls-paint, some ceiling tiles missing-replace RM-27: entrance door and frame-paint, south cabinets-paint, interior walls-paint RM-46: entrance door and frame-paint, interior walls-paint, stain ceiling tile-replace, west cabinets-paint RM-57: entrance door and frame-paint, loose ceiling tile-secure, interior walls-paint, cabinets and bookshelves-paint

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		RM-66: entrance door and frame-paint, interior walls-paint, some ceiling tile missing-replace
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys R/R by rm-102: interior walls and ceiling-paint, toilet paper dispenser rusted-replace North/East Boys R?R: interior walls and ceiling-paint, hand soap and paper towel dispensers broken-replace, metal toilet seat cover dispenser damage-replace North/East Girls R?R: linoleum floor-replace,interior walls and ceiling-paint, hand towel dispenser broken-replace, handicap stall safety handrails loose-repair, metal toilet seat cover dispenser damage-replace, handicap stall east wall holes-repair and paint
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Cafeteria / Kitchen: west double doordry rot-replace, entrance double doors and frames-paint, baseboard-replace, interior walls-paint, stage floor -sand and re-varnish, eastof stage hallway walls and handrails-paint Girls R/R by rm-101A: entrance door and frame-paint, north wall crack tile-replace RM-13: interior walls-paint, some ceiling tiles missing-replace RM-27: entrance door and frame-paint, south cabinets-paint, interior walls-paint RM-46: entrance door and frame-paint, interior walls-paint, stain ceiling tile-replace, west cabinets-paint RM-57: entrance door and frame-paint, loose ceiling tile-secure, interior walls-paint, cabinets and bookshelves-paint RM-66: entrance door and frame-paint, interior walls-paint, some ceiling tile missing-replace
Overall Rating	Fair	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	15.0	12.0	26.0	28.0	48.0	50.0
Math	15.0	11.0	20.0	21.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.5	19.2	5.8
7	15.9	20.6	22.2

* 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.

**School Year 2017-18 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	363	357	98.35	12.04
Male	194	193	99.48	6.22
Female	169	164	97.04	18.90
Black or African American	65	64	98.46	10.94
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100.00	18.18
Filipino	41	41	100.00	46.34
Hispanic or Latino	190	187	98.42	4.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	12	85.71	0.00
Two or More Races	15	15	100.00	6.67
Socioeconomically Disadvantaged	325	319	98.15	10.66
English Learners	134	132	98.51	7.58
Students with Disabilities	55	54	98.18	1.85
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 2017-18 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	363	357	98.35	11.48
Male	194	192	98.97	9.9
Female	169	165	97.63	13.33
Black or African American	65	64	98.46	7.81
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	21.21
Filipino	41	41	100	36.59
Hispanic or Latino	190	187	98.42	4.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	12	85.71	16.67
Two or More Races	15	15	100	20
Socioeconomically Disadvantaged	325	319	98.15	10.66
English Learners	134	133	99.25	11.28
Students with Disabilities	55	53	96.36	0
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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, ELAC, and Family Nights) that allows for greater parent participation.

After School Programs

- Counseling services when available
- English Learner Advisory Committee (ELAC)
- 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 (ELAC)
- Family Nights

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 student non-contact days, 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	2015-16	2016-17	2017-18
Suspensions Rate	16.4	12.5	8.8
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

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)	1
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.75
Social Worker	.12
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.2
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	11	20	14	10	2	8	2	4				
1	13	24	27	7			4	4	4			
2	15	27	27	5			4	4	4			
3	12	28	26	5			4	4	4			
4	13	23	28	8			6	4	4			
5	17	27	20	4		2	4	6	4			
6	12	21	16	9	2	7	4	4	6			
Other	3	13	12	4	4	3						

* 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) supported by the Units of Study (UOS) 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, weekly staff Professional Learning Communities (PLC) collaboration meetings, data team meetings.

Teachers also participate in ongoing, job embedded professional development through the PLC 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 Academic Conference 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10460.30	3269.54	7190.76	75812.28
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			14.7	9.6
Percent Difference: School Site/ State			9.0	-4.4

* Cells with ◆ 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.