

Theodore Judah Elementary School

3919 McKinley Boulevard • Sacramento, CA 95819 • 916.395.4790 • Grades K-6

Troy Holding, Principal

Troy-Holding@scusd.edu

<https://theodorejudah elementary.org/>



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



Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
(916) 643-7400
www.scusd.edu

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Theodore Elementary School's Vision and Mission Statement

Theodore Judah Elementary has been a neighborhood tradition since 1937. On the registry of historic places, this neighborhood school values each student as an individual and welcomes parent involvement. The school supports student academic achievement in all core content areas (i.e. English Language Arts, Math, Social Studies, Science, Physical Education) through a rigorous curriculum based on the Common Core State Standards, which is taught by experienced teachers.

By incorporating teaching techniques and strategies designed to engage all students and to promote life long learning, all students are held to high standards, and GATE services are available in grades 2-6. Staff monitors student academic progress during collaborative planning time and academic conferences. This data is used to focus staff professional development, and to provide data to support instructional planning during teacher collaboration sessions. Staff also uses this data to inform supplemental academic student support services, as needed. All students have access to the library and computer lab on a weekly basis. To support proper school readiness and for our youngest learners, Theodore Judah provides Early Kindergarten. This class provides a strong academic and social foundation for kindergarten success.

Our community believes in educating the whole child, and through our strong partnership with our Parent Teacher Association (PTA), we offer weekly instruction in Art, and Music for all students. Students are also further enriched through our instructional Garden and Science Alive program, which is complementary to our standards-based science instruction. Students engage in leadership opportunities by participating in our Green Team, and they lead the way in teaching others about recycling, waste reduction and environmental stewardship. We also have a wide variety of after school programs (e.g. speech and debate, Robotics) to extend and enrich the learning day. Social Emotional learning is supported throughout the day through the use of our "Principal's High Five": Be Safe, Be Respectful, Be Responsible, Be Kind, Be Learners. We also celebrate a monthly positive character trait.

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	96
Grade 1	88
Grade 2	66
Grade 3	72
Grade 4	86
Grade 5	93
Grade 6	74
Total Enrollment	575

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.5
Asian	4.0
Filipino	0.0
Hispanic or Latino	28.0
Native Hawaiian or Pacific Islander	0.2
White	51.1
Socioeconomically Disadvantaged	31.7
English Learners	4.0
Students with Disabilities	14.8
Foster Youth	0.5

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			
Theodore Judah Elementary School	16-17	17-18	18-19
With Full Credential	22	23	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	2007
Without Full Credential	♦	♦	116
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Theodore Judah Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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 district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: February, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Advance Texts for English Language Development Kinder 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 1st 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 2nd 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 3rd 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 4th 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 5th 2017 Adopted 2018 Benchmark Advance Texts for English Language Development 6th 2017 Adopted 2018</p> <p>Benchmark Advance English Language Kinder 2017 Adopted 2018 Benchmark Advance English Language 1st 2017 Adopted 2018 Benchmark Advance English Language 2nd 2017 Adopted 2018 Benchmark Advance English Language 3rd 2017 Adopted 2018 Benchmark Advance English Language 4th 2017 Adopted 2018 Benchmark Advance English Language 5th 2017 Adopted 2018 Benchmark Advance English Language 6th 2017 Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>EnVision Math Grade Kinder 2015 Adopted 2014 EnVision Math Grade 1 2015 Adopted 2014 EnVision Math Grade 2 2015 Adopted 2014 EnVision Math Grade 3 2015 Adopted 2014 EnVision Math Grade 4 2015 Adopted 2014 EnVision Math Grade 5 2015 Adopted 2014 EnVision Math Grade 6 2015 Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Science Macmillan : Kinder 2008 Adopted 2008 Science Macmillan : 1 2008 Adopted 2008 Science Macmillan : 2 2008 Adopted 2008 Science Macmillan : 3 2008 Adopted 2008 Science Macmillan : 4 2008 Adopted 2008 Science Macmillan : 5 2008 Adopted 2008 Earth science: 6 2007 Adopted 2007</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>We learn together : Kinder 2007 Adopted 2006 Family and friends : 1st 2007 Adopted 2006 People and places: 2 2007 Adopted 2006 California Communities: 3 2007 Adopted 2006 Our Golden State: 4 2007 Adopted 2006 Making a new nation: 5 2007 Adopted 2006 Ancient Civilizations: 6 2007 Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Theodore Judah Elementary School, built in 1962, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in May 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district’s 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

The implementation of Class Size Reduction in grades to K-3 necessitated the construction of a new two-story building that added six new classrooms to the school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/25/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Classroom 22: Repair over head screen - W.O. #123174. Classroom 29.: Replace carpet - W.O. #123191.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Classroom 18: Replace bad ballast - W.O. #123184.
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	Classroom 12: Replace drapes - W.O. #123185.
Overall Rating	Good	All repairs noted on the inspection have had work orders submitted for repair.

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	59.0	64.0	39.0	40.0	48.0	50.0
Math	55.0	55.0	31.0	32.0	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	27.0	18.0	5.6

* 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	320	316	98.75	64.24
Male	152	150	98.68	58.67
Female	168	166	98.81	69.28
Black or African American	19	18	94.74	22.22
American Indian or Alaska Native	--	--	--	--
Asian	14	12	85.71	50.00
Hispanic or Latino	88	88	100.00	54.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	159	159	100.00	76.10
Two or More Races	35	34	97.14	67.65
Socioeconomically Disadvantaged	109	107	98.17	45.79
English Learners	22	20	90.91	45.00
Students with Disabilities	61	59	96.72	27.12
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	321	315	98.13	54.92
Male	153	149	97.39	55.03
Female	168	166	98.81	54.82
Black or African American	19	18	94.74	16.67
American Indian or Alaska Native	--	--	--	--
Asian	14	12	85.71	50
Hispanic or Latino	88	87	98.86	47.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	159	159	100	65.41
Two or More Races	36	34	94.44	52.94
Socioeconomically Disadvantaged	109	107	98.17	34.58
English Learners	22	20	90.91	30
Students with Disabilities	62	58	93.55	31.03
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)

School/Family Compact and parent engagement policy and volunteer Code of Ethics, Parent Teacher Association (PTA), Classroom Parent Volunteers, PTA Room Parents, Field Trip Chaperones, Art Docents, Garden/Science Docents, Library Volunteers, School Site Council (SSC), English Language Learner Advisory Committee (ELAC), School Safety Committee, Community events and fundraisers.

For more information, contact Troy Holding, Principal at (916) 395-4790.

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

Sacramento City Unified School District
Comprehensive Safe School Plan 2018-2019

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures:

(a) Lockdown Response

(b) Fire

(c) Bomb Threat, ATF Bomb Threat Checklist

(d) Active Shooter

(e) Chemical Accident

(f) Severe Weather / Loss of Power (City of Sacramento)

Section 3.....Earthquake Emergency Procedures

Section 4..... Site Level Use of Schools as a Community Shelter **

Section 5.....District Policies Related to Safety and Missing Student Protocol:

(a) Board Policy 5021: Custodial & Parent Rights

(b) Mandated Child Abuse Reporting

(c) Suicide Risk Assessment

(d) Missing Student Protocol

Section 6.....Bullying Policies and Procedures

Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.

Section 8.....Wellness Plan

Section 9.....District Handbook

** To be determined by The American Red Cross and the Office of Emergency Services

Section 10.....Component I: Social Climate

Component II: Physical Climate/Campus

Section 11.....Site Level Incident Command System (ICS) roles and ICS Team

Section 12..... Site Level Communication Procedures

Section 12 (a)Emergency Phone Tree

Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus

Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps

Section 15... Site Level Family Reunification Plans

Section 15(a)..... Reunification Logs

Section 16.....* Site Level Provisions for Students/Staff with Special Needs

Section 16(a).....Site Evacuation for Persons With Special Needs

Section 17.....School Site Safety Committee Member List and Approval of CSSP

Section 18... Staff / School Handbook

Section 19.....Site Map (Please Label All Rooms)

Section 20.....OPTIONAL-Additional Site-Specific Safety Information

- Confidential

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2018 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	1.5	1.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.8	6.3	6.2
Expulsions Rate	0.0	0.0	0.0
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
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0
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	26	24	24				7	7	7			
1	28	24	22				3	3	4			
2	26	24	22				3	3	3			
3	30	24	24				3	3	3			
4	27	27	31				3	3	2			
5	29	28	29				2	2	3			
6	117	109	83	1	1	3	3	3	3	1	1	1
Other	10	10		2	2							

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

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,472	\$47,903
Mid-Range Teacher Salary	\$62,117	\$74,481
Highest Teacher Salary	\$93,765	\$98,269
Average Principal Salary (ES)	\$120,748	\$123,495
Average Principal Salary (MS)	\$127,364	\$129,482
Average Principal Salary (HS)	\$139,247	\$142,414
Superintendent Salary	\$290,000	\$271,429
Percent of District Budget		
Teacher Salaries	31.0	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

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Theodore Judah Elementary School and district supplemental programs and services include:

- Class Size Reduction
- Participation in BEST practices (Building Effective Schools Together)
- Tutoring
- Supplemental instructional materials and books Enrichment programs including Music, Art, Garden and Science Alive Programs
- Access to technology
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE) Cluster Model
- Special Education
- Professional Development

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

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	\$6,324	\$739	\$5,585	\$69,850
District	◆	◆	\$6,048	\$72,113
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-14.7	2.0
Percent Difference: School Site/ State			-23.0	-9.9

* 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.