Thurgood Marshall Elementary School (TMES)

2295 MacKenzie Creek Road • Chula Vista, CA 91914 • (619) 656-6252 • Grades TK-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
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District Governing Board

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Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Thurgood Marshall Elementary School (TMES), established in 1999, is located in San Diego County and serves a culturally and economically diverse population of 660 Transitional Kindergarten through sixth grade students. The Chula Vista Elementary School District, with forty-six schools, is the largest elementary school district in California. Our diverse population includes Hispanic, Asian, Filipino, White, Two or More Races, and African American students.

Diversity is celebrated at Marshall school and the cultures of our students are incorporated into our instructional curriculum and school-wide activities. A highly visible mural facing our community proudly displays the rich cultural heritage of our students. This mural, created in collaboration with Southwestern College, is updated to reflect the cultures of our newly enrolling students. Our school community values: honesty, integrity, respect, diversity, commitment, perseverance, teamwork, equity, optimism, and creativity. We are a school committed to justice, equality, and human rights in the spirit and ideals of Supreme Court Justice Thurgood Marshall.

TMES is a caring, safe community that focuses on the academic and social/emotional development of all students.

Vision Statement

Through the use of best practices, technology, community involvement, and collaboration, we will provide an inclusive personalized learning experience that inspires lifelong learning for everyone.

Mission Statement

Through excellence, rigor, innovation, creativity, and compassion, we inspire lifelong learners.

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	121
Grade 1	82
Grade 2	74
Grade 3	75
Grade 4	99
Grade 5	104
Grade 6	119
Total Enrollment	674

| 2016-17 Student Enrollment by Group ||
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	5.9
Filipino	14.8
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	0.6
White	26.9
Two or More Races	3.3
Socioeconomically Disadvantaged	16.8
English Learners	16.9
Students with Disabilities	11.9
Foster Youth	0.1

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			
Thurgood Marshall Elementary School (TMES)	**15-16**	**16-17**	**17-18**
With Full Credential	27	36	29
Without Full Credential		0	0
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thurgood Marshall Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The Benchmark reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in English. An inventory of books is warehoused centrally for growth needs at the schools.

"Benchmark Advance is rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments.

Benchmark Advance was built specifically to meet California's unique challenges. They provide the resources you need to meet the key instructional shifts in tandem with California's ELA/ELD instructional framework, ensuring you can meet its five themes:

- Building Content Knowledge
- Meaning Making
- Effective Expression
- Foundational Skills
- Language Development"

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	GoMath Mathematics K-6, English and Spanish. Adopted in 2015. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	N/A **Percent of students lacking their own assigned textbook:** N/A
Health	N/A **Percent of students lacking their own assigned textbook:** N/A
Visual and Performing Arts	N/A **Percent of students lacking their own assigned textbook:** N/A

Textbooks and Instructional Materials Year and month in which data were collected: August, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Currently, classroom space at Thurgood Marshall Elementary School supports 735 students. Currently, we have 660 students. An addition, students were overflowed during the school year as a result of limited space at certain grade levels. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Marshall custodial staff performs basic cleaning operations daily to ensure a high level of cleanliness for the students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/14/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Administration: (2) cold Health office: (2) cold
Interior: Interior Surfaces	X			Multi-Purpose Boys RR: (4) Peeling paint and rust on interior of door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			CR 305: lamp out KCR 605: lght out Multi-Purpose: (7) Lamp out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		400 Girl'sRR: (9) Ext. Fountain on left low water pressure CR 205: Drinking fountain knob detatched CR 304: drinking fountain low pressure CR 404: faucet loose CR 501: (9) Drinking Fountain CR 502: (9) Drinking Fountain CR 503: (9) Drinking Fountain CR 504: (9) Drinking Fountain KCR 601: (9) drinking fountain (15) Door handle RR Multi-Purpose Men's RR: middle urinal plugged
Safety: Fire Safety, Hazardous Materials	X			CR 402: fire extingisher blocked
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 702: (15) door does not latch CR 703: (15) Door handel sticks KCR 601: (9) drinking fountain (15) Door handle RR

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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

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	81	82	67	62	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.

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	76	75	62	62	48	48
Math	60	61	48	49	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	9.4	38.5	46.9

* 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	121	115	95.0	81.7
Male	62	59	95.2	83.1
Female	59	56	94.9	80.4
Filipino	19	18	94.7	83.3
Hispanic or Latino	61	59	96.7	74.6
White	35	32	91.4	90.6
Socioeconomically Disadvantaged	23	20	87.0	50.0
English Learners	16	14	87.5	42.9
Students with Disabilities	12	12	100.0	58.3

* 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	405	398	98.27	75.13
Male	213	210	98.59	70.48
Female	192	188	97.92	80.32
Black or African American	13	12	92.31	66.67
American Indian or Alaska Native	--	--	--	--
Asian	25	23	92	91.3
Filipino	58	58	100	84.48
Hispanic or Latino	180	177	98.33	68.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	109	99.09	77.06
Two or More Races	13	13	100	84.62
Socioeconomically Disadvantaged	57	57	100	52.63
English Learners	90	85	94.44	65.88
Students with Disabilities	54	52	96.3	13.46
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	405	400	98.77	60.75
Male	213	211	99.06	62.09
Female	192	189	98.44	59.26
Black or African American	13	12	92.31	50
American Indian or Alaska Native	--	--	--	--
Asian	25	23	92	82.61
Filipino	58	58	100	67.24
Hispanic or Latino	180	179	99.44	53.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	109	99.09	65.14
Two or More Races	13	13	100	53.85
Socioeconomically Disadvantaged	57	57	100	31.58
English Learners	90	88	97.78	51.14
Students with Disabilities	54	51	94.44	11.76
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)
Thurgood Marshall staff members believe parent input is critically important to the success of our school and, therefore, embrace a student-based decision-making model. Through the school website (http://www.cvesd.org/marshall), principal messages, classroom communications, announcements on the school marquee, school messenger, and the monthly calendar, parents are encouraged to attend committee meetings.

These committees include: Parent Teacher Club (PTC), School Site Council (SSC), and English Language Acquisition Committee (ELAC). Parents are encouraged to attend educational workshops and parent/teacher/student conferences.

TMES employs a student based (consensus) decision making model that involves all staff and community members to determine goals and budget expenditures. Curriculum and program decisions result from analyzing current research, disaggregated data, and state content standards. When appropriate, students are also encouraged to participate in discussions relevant to issues affecting their overall educational program. Staff work to increase parent involvement by increasing communication via School Messenger, Class Dojo, Remind App, E-mail communication, Website, Flyers, PeachJar, Mustang Daily Rally, District Trainings, Parent Academy, and Curriculum Night.

Parent outreach programs and activities include: Welcome Back Student Schedule Pick-up, Curriculum Night, Coffee and Tea with the Principal, Dinner with the Principal & Coffee and Tea wth the Principal, Dessert and Books, and our annual Read-a-Thon. Grades 3rd thru 6th hold end of unit social studies days, Kumeeyaay Day, Gold Rush Day, Colonial Day, and Egyptian Day. In addition, VAPA Demonstration Days, Career Day, Red Ribbon Week, Random Acts of Kindness Week, Read Across America, and Bullying Prevention Week.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
Student safety is promoted daily. Our school-wide expectations are Be Safe, Be Respectful, and Be Responsible. During the year, TMES goes through periodic emergency drills earthquake/disaster, fire, lock-down, secure campus, shelter in place, and bus evacuation drills. Adequate playground supervision is maintained at all times. Students are educated to the dangers of drug and alcohol abuse during Red Ribbon Week, peer pressure, and the importance of making positive life choices through the Tribes, Second Step, Be a Buddy, and Harmony,curricula. Additionally, our School Safety Patrol helps insure the physical and emotional security of our students as they walk to and from school each day. The School Site Council approved the Comprehensive School Safety Plan on October 11, 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.6	0.8
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	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
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

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)	.5
Psychologist	1
Social Worker	0
Nurse	1.5
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	660

* 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	21	21	21	1	1	2	4	4	4			
1	21	24	20			3	3	3				
2	23	22	21				4	3	4			
3	23	18	24	1	2		4	3	3			
4	30	24	25		1	1	3	3	3			
5	30	29	30				4	4	3			
6	27	25	31	1	1		4	4	4			
Other			10			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

Each year, targeted professional improvement activities are provided for teachers, instructional assistants, and other support staff. Activities reflect the school's goals and objectives and are part of our Single Plan for Student Achievement. This year, (2017-18), The instructional focus is to develop teachers' and students' Growth Mindset through goals and success criteria. This will be done by the use of visible learning strategies such as Metacognition Strategies, Learner Goals, Learning Intentions, Reflection and Evaluation. Training this year included, but was not limited to: See..Think..Wonder, ELPAC, Data Review, Technology, Illuminate, NGSS, GATE, Metacognitive Strategies, Benchmark Education, Problem Solving in Math, Achieve 3000, Smarty Ants, Harmony, Safety training, Social and Emotional Learning, RTI, Cash Handling, and more. In addition, TMES supports the CVESD them on impacting the human spirit through relationships.

During the 2016-17 school-year Thurgood Marshall's main focus area for the is reading and writing. During the 2015-16 school-year it was reading comprehension. Professional development this year included: ELD, Imagine Learning, Team Building, Technology Programs, GATE, NGSS, Occupational Therapy, Speech Language Pathology, Safety, Math, ELA, GLAD, Report Card, Close Reading, Development, Writing, Social Emotional, Supporting the needs of students. During the 2015-16 school year, professional development included Wilda Storm Close Reading and Vocabulary Development, Go Math, SIPPS, and Achieve3000. In the 14-15 year we received professional development on Lucy Calkins Units of Study, Socratic Seminar, vocabulary development and Achieve3000. In the 2013-14 school year, we supported teachers with 8 Mathematical Practices training, Common Core State Standards and Achieve3000 professional development.

Other staff development areas include, but is not limited to, the support an individual teacher needs: Differentiated Instruction, Technology as a Teaching/Learning Tool, Developmental Spelling, ELD Standards, Effective Reading and Writing Strategies, OARS - On-line Assessment Reporting System assessment, Intervention strategies, and Guided Language Acquisition Development (GLAD), and Common Core Standards. Professional development for teachers is provided during teacher professional development meetings on modified school days, through after-school workshops. This professional development is provided by the principal, district Resource Teacher, and an Instructional Leadership Team. New teachers receive additional training and support through the Beginning Teacher Support Assistance program (BTSA). During the 2016-17 school year, we had one teacher receiving this support. All Marshall teachers have completed training for CLAD certification. Additionally, two teachers have received National Board Certification.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10,854.83	$3,928.91	$6,925.92	$75,366.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District		-7.7		7.6
Percent Difference: School Site/ State		13.6		2.9

* Cells with ♦ do not require data.

Types of Services Funded

Consolidated funds are allocated for expanding the hours of our library clerk and English Language Instructional Assistant, staff training, substitutes for grade level planning, and intervention materials. School-wide schedules are flexibly designed to provide extra support to individual grade levels as determined by data analysis. The Resource Specialist Teacher, Resource Specialist Instructional Assistant, Limited English Proficient Instructional Assistant, and Special Day Class Teachers and Instructional Assistants (Support Staff), collaborate with general education teachers to provide intervention services.

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.