John Marshall Elementary

1141 Lever Blvd. • Stockton, CA 95206 • (209) 933-7405 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Stockton Unified School District
701 North Madison St.
Stockton, CA 95202
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez
Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia
Board Vice President, Area 3

Lange Luntao
Board President, Area 4

Maria Mendez
Area 5

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Area 6

Candelaria Vargas
Area 7

District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard
Interim Assistant Superintendent of Human Resources

MaryJo Cowan
Assistant Superintendent of Educational Support Services

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

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	51
Grade 2	57
Grade 3	90
Grade 4	61
Grade 5	62
Grade 6	54
Grade 7	78
Grade 8	63
Total Enrollment	553

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18.8
American Indian or Alaska Native	0.7
Asian	7.8
Filipino	11.2
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.2
White	3.3
Two or More Races	2.7
Socioeconomically Disadvantaged	73.1
English Learners	26.4
Students with Disabilities	17.7
Foster Youth	1.1
Homeless	2.9

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 for John Marshall	17-18	18-19	19-20
With Full Credential	23	24	20
Without Full Credential	6	9	13
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at John Marshall Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	0	1
Vacant Teacher Positions	0	0	3

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0

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: 7/11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Multipurpose Room: double doors & frames-paint, west outside concrete steps-repair, floor tiles broken-replace some, walls-paint, baseboard-replace some, stage-sand & re-seal ,stage walls-paint, snackbar countertop-repair, snackbar south wall hole-repair & paint,some ceiling tiles loose-re-secure multi/room
Interior: Interior Surfaces	Poor	60-wing Girls R/R: entrance door & frame-paint, mirror-replace, south wall old chalking-remove, partitions-replace, north wall socket cover missing-replace North Boys R/R: east exterior wall hole-repair & paint, entrance door & frame-paint, light lens cover missing-replace1, walls-paint, partitions craved into-replace, metal seat cover dispenser-replace, door kickdown-replace rubber tip North Girls R/R: entrance door & frame-paint, metal seat cover dispenser-replace, toilet seat-replace some, handicap stall safety rails-repair, handicap stall east wall holes-repair & paint Rm-31: entrance door & frame-paint, walls-paint, ceiling tiles stained-replace some, cabinets-paint Rm-35: entrance door & frame-paint, walls-paint Rm-56: entrance door & frame-paint, walls-paint, cabinets-paint Rm-58: entrance door & frame-paint, walls-paint, island sink & cabinet-repair&paint, cabinets & bookshelves-paint, south wall data box-re-secure Rm-61: entrance door & frame-paint, cabinets & walls-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	60-wing Boys R/R: entrance door & frame-paint, light lens cover crack-replace2 60-wing Girls R/R: entrance door & frame-paint, mirror-replace, south wall old chalking-remove, partitions-replace, north wall socket cover missing-replace North Boys R/R: east exterior wall hole-repair & paint, entrance door & frame-paint, light lens cover missing-replace1, walls-paint, partitions craved into-replace, metal seat cover dispenser-replace, door kickdown-replace rubber tip
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	60-wing Girls R/R: entrance door & frame-paint, mirror-replace, south wall old

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		chalking-remove, partitions-replace, north wall socket cover missing-replace Multipurpose Room: double doors & frames-paint, west outside concrete steps-repair, floor tiles broken-replace some, walls-paint, baseboard-replace some, stage-sand & re-seal ,stage walls-paint, snackbar countertop-repair, snackbar south wall hole-repair & paint,some ceiling tiles loose-re-secure multi/room Rm-58: entrance door & frame-paint, walls-paint, island sink & cabinet-repair&paint, cabinets & bookshelves-paint, south wall data box-re-secure
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	North Boys R/R: east exterior wall hole-repair & paint, entrance door & frame-paint, light lens cover missing-replace1, walls-paint, partitions craved into-replace, metal seat cover dispenser-replace, door kickdown-replace rubber tip
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	60-wing Boys R/R: entrance door & frame-paint, light lens cover crack-replace2 60-wing Girls R/R: entrance door & frame-paint, mirror-replace, south wall old chalking-remove, partitions-replace, north wall socket cover missing-replace Multipurpose Room: double doors & frames-paint, west outside concrete steps-repair, floor tiles broken-replace some, walls-paint, baseboard-replace some, stage-sand & re-seal ,stage walls-paint, snackbar countertop-repair, snackbar south wall hole-repair & paint,some ceiling tiles loose-re-secure multi/room North Boys R/R: east exterior wall hole-repair & paint, entrance door & frame-paint, light lens cover missing-replace1, walls-paint, partitions craved into-replace, metal seat cover dispenser-replace, door kickdown-replace rubber tip North Girls R/R: entrance door & frame-paint, metal seat cover dispenser-replace, toilet seat-replace some, handicap stall safety rails-repair, handicap stall east wall holes-repair & paint Rm-19: entrance double doors & frames-paint, walls-paint, cabinets & shelving-paint Rm-31: entrance door & frame-paint, walls-paint, ceiling tiles stained-replace some, cabinets-paint Rm-35: entrance door & frame-paint, walls-paint

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Rm-56: entrance door & frame-paint, walls-paint, cabinets-paint Rm-58: entrance door & frame-paint, walls-paint, island sink & cabinet-repair&paint, cabinets & bookshelves-paint, south wall data box-re-secure Rm-61: entrance door & frame-paint, cabinets & walls-paint
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	12	16	28	31	50	50
Math	11	10	21	21	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.1	10.9	10.9
7	22.2	27.2	12.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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	388	377	97.16	15.69
Male	215	208	96.74	10.63
Female	173	169	97.69	21.89
Black or African American	80	79	98.75	10.13
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00	29.63
Filipino	45	45	100.00	42.22
Hispanic or Latino	202	194	96.04	8.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.91	20.00
Two or More Races	18	17	94.44	23.53
Socioeconomically Disadvantaged	296	288	97.30	11.85
English Learners	135	132	97.78	9.85
Students with Disabilities	56	49	87.50	2.04
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	11	78.57	21.43

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

School Year 2018-19 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	380	97.69	10.26
Male	215	209	97.21	8.13
Female	174	171	98.28	12.87
Black or African American	81	80	98.77	6.25
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00	18.52
Filipino	45	45	100.00	28.89
Hispanic or Latino	202	196	97.03	5.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.91	20.00
Two or More Races	18	17	94.44	17.65
Socioeconomically Disadvantaged	297	290	97.64	8.97
English Learners	135	134	99.26	5.97
Students with Disabilities	56	49	87.50	2.04
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	12	80.00	20.00

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 2019-20)
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 field trips, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.5	8.8	8.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
Academic Counselor*	425.4

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	3.2

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	4		14	8			19	4		
1	24		4		27		4		20	4		
2	27		4		27		4		25		4	
3	28		4		26		4		22	2	6	
4	23		4		28		4		19	2	4	
5	27		6		20	2	4		23	1	4	
6	21	2	4		16	7	6		25	1	4	
Other**	13	4			12	3			10	5		

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

** "Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,710	$48,612
Mid-Range Teacher Salary	$75,625	$74,676
Highest Teacher Salary	$95,270	$99,791
Average Principal Salary (ES)	$127,877	$125,830
Average Principal Salary (MS)	$0	$131,167
Average Principal Salary (HS)	$136,722	$144,822
Superintendent Salary	$285,461	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,479	$4,001	$6,479	$65,168
District	N/A	N/A	$6,928	$75,370.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.7	-11.2
School Site/ State	0.9	-21.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.