

# El Dorado Elementary

1540 N. Lincoln St. • Stockton, CA 95204 • (209) 933-7175 • Grades K-8

Kristin Buckenham, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Stockton Unified School District

701 North Madison St.  
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#### District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

#### District Administration

Ms. Julie Penn  
Superintendent

### Principal's Message

The School Accountability Report Card is to provide parents with information about our educational programs, academic achievement, materials, facilities, and staff.

Our mission is to provide every student with an educational foundation that will prepare them for higher education. Students will master critical academic and life skills in a safe learning environment that engages all students, fosters respect, reciprocal accountability and perseverance.

El Dorado will become an exceptional model for academic and behavioral excellence and promote a culture of daily celebration. We will develop a reputation as leaders for our collaborative efforts and commitment to providing all students with a high-quality, engaging learning environment that promotes the development of responsible and resourceful thinkers. Daily instructional time will provide students with academic freedom and fun and will be based on student centered goals. We are committed to developing school and community partnerships and will make all decisions based on student outcomes.

Our teachers provide instruction and assessment based on the California Common Core Standards and utilize the curriculum and resources adopted by the Stockton Unified School District as well as supplemental technology supported resources. The students at El Dorado Elementary School benefit from a number of programs and strategies designed to address their individual needs. We strive to provide all students with the optimal program that benefits their unique needs. We offer English language acquisition support, additional tutoring for at risk and our special needs population. We have a full time counselor and part-time therapist that provide support to students with their social-emotional development and attendance. Our support team focuses on restorative justices practices that teach our students valuable life lessons and keep them in school. Our staff is committed to working collaboratively with our parents and community to provide our students with an opportunity to grow academically, socially and emotionally.

We have a large library with books to support preschool to eighth grade students. Our health center operates from 9:00 am to 3:30 pm daily. We host a large computer lab and several mobile computer labs that can be accessed in the classroom. All computer labs have supplemental and intervention programs available for students who require additional support in English Language Arts and Math.

We are focused on building our parent teacher association into a strong and important component of our school. It will be instrumental in helping us build a solid partnership with families, staff, and community members.

Kristin Buckenham, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (209) 933-7175 .

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	86
Gr. 1	61
Gr. 2	86
Gr. 3	64
Gr. 4	63
Gr. 5	67
Gr. 6	63
Gr. 7	60
Gr. 8	55
<b>Total</b>	<b>605</b>

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.0
American Indian or Alaska Native	4.3
Asian	3.1
Filipino	2.0
Hispanic or Latino	59.7
Native Hawaiian/Pacific Islander	0.3
White	10.6
Two or More Races	3.0
Socioeconomically Disadvantaged	95.7
English Learners	25.8
Students with Disabilities	10.9

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
El Dorado Elementary	12-13	13-14	14-15
Fully Credentialed	24	26	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
El Dorado Elementary	12-13	13-14	14-15
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	1	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.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.00	4.00
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

El Dorado was built in 1977. It is currently undergoing modernization with the support of Measure C funds.

El Dorado School site has 25 classrooms to support our student population. We have a multipurpose room which supports our lunch program and school events. We had new heating and air conditioning units installed in 2008 and during the modernization in the 2009-2010 school year.

Our 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.

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.

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

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 07/31/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	boys & girls restrooms: light out in girls restroom on north play ground. Multipurpose/ kitchen: Rip on south wall.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	rm-25: outlets on west wall loose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	10	25	23	35	34	34	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	26	31	31	36	38	37	54	56	55
Math	32	36	36	34	34	34	49	50	50
HSS	14	0	20	26	27	27	48	49	49

\* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	2	3

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.8	16.9	20.0
7	28.1	19.3	22.8

\* 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.

SOURCE: California Department of Education

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	23
Male	37
Female	10
Black or African American	17
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	22
Native Hawaiian/Pacific Islander	
White	43
Two or More Races	
Socioeconomically Disadvantaged	23
English Learners	5
Students with Disabilities	15
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	20	11	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	28	7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	16	11	21
English Learners	6	19	15
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

El Dorado School recognizes that parents and the community play an important role in the success and education of their students. We strive to provide our parents with a number of flexible and timely meetings with pertinent information regarding parent involvement, their child's achievement and the school's performance.

This includes, but is not limited to, the following:

- Yearly Title I and Curriculum information during our Back to School Night
- Parent Coffee Hours
- Monthly School Site Council (SSC) meetings
- English Learner Advisory Committee (ELAC) meetings
- School performance records and proficiency level expectations distributed after MAP results
- Communication from teacher, including: weekly take-home folders, quarterly report cards, and oral communication from teacher- such as phone contact
- Conference opportunities (at least two opportunities per year)
- Interaction during after-school functions
- PTA meetings
- Parent Workshops
- Wed-based newsletter and Parentlink messages on school updates and daily attendance

El Dorado Elementary School has jointly developed with and distributed to parents of participating students, a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California Common Core standards. The compact describes the following items in addition to items added by parents of Title I students.

- The administration's responsibility to provide a safe and secure campus.
- The teacher's responsibility to provide high-quality curriculum and instruction.
- The parent's responsibility to support their child's learning.
- The student's responsibility to take an active role in their own education.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve 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.

A comprehensive School Safety Plan, also called Readiness and Emergency Management for Schools (REMS), is updated annually and reviewed by all staff, helps to provide a secure, peaceful and clean environment for the school community. The school's REMS plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, campus safety assistant, teachers, site administrators and other school staff as assigned provide supervision for students before and during school. The playground is safe for all students and well supervised during recess time by certificated and classified staff. . All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	5.9	11.8	11.0
<b>Expulsions Rate</b>	0.0	0.1	0.0
<b>District</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	5.2	11.0	10.1
<b>Expulsions Rate</b>	0.1	0.0	0.1
<b>State</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	5.7	5.1	4.4
<b>Expulsions Rate</b>	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**SOURCE: California Department of Education**

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	.50
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	.25
Resource Specialist	1.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Grade	Average Class Size			Number of Classrooms*								
	12	13	14	1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	32.7	19	19	0	3	2	2		4	1		
Gr. 1	30.7	28	16	0		3	3	3	2	0		
Gr. 2	29.3	32	26	0		1	3	2	3	0		
Gr. 3	26.3	31	31	1			3	2	3	0		
Gr. 4	32	23	17	0	1	3	2		2	0	2	
Gr. 5	30.5	21	16	0	1	3	2	2	2	0		
Gr. 6	25.7	17	16	1	1	3	2	2	2	0		
Other	0			3			0			0		
English	30.3	23	20	0	2	1	3	1		0		
Math	30	27	31	0			2	6	1	0		
Science	30	27		0			2	4		0		
SS	29	30		0			2	1		0		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	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/](http://www.cde.ca.gov/ds/fd/cs/).

SOURCE: California Department of Education

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,558	\$2,129	\$4,429	\$61,965
District	◆	◆	\$5,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-25.9	1.3
Percent Difference: School Site/ State			-5.6	-12.4

**SOURCE: Information is provided by the school district and California Department of Education.**

◆ no data required.

**Types of Services Funded at El Dorado Elementary**

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

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

El Dorado School receives fiscal support from the above programs through direct funding and/or district centralized services. The allocation of site funds is determined based on the number of students who qualify for the above programs. The overall categorical funding received is used school wide to support all students. There are two main funding sources that provide additional support to our school: School Library and Improvement Grant which is allocated to our school on a per pupil basis and Title 1 funds which are allocated based on identified students who qualify on income reporting from our school lunch applications. Through these State and Federal funds, we are able to provide our students with the support they need to meet their academic and social needs.

In the past, El Dorado’s School Site Council had voted to become a school-wide Title 1 program. This allows us to use the funding school wide for all students. Our School Site Council analyzes the school data and annually develops a Single Plan of student achievement, also known as our school plan. This plan defines how our categorical funds will be used for programs or materials, supplemental support services for our students, additional staffing needs, parent involvement activities, after school or extended year tutoring for at risk students, professional development for staff, equipment needs and technology support, English Language support needed for our second language learners, and migrant services. The Single Plan is the guide for how the funds are used and for what programs the monies will be allocated. The School Site Council monitors the plan and modifies programs/budget based on current school data and student needs.

**Professional Development provided for Teachers at El Dorado Elementary**

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

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

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