

Valentine Peyton Elementary

2525 Gold Brook Drive • Stockton, CA 95212 • (209) 933-7420 • Grades K-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

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District Administration

Ms. Julie Penn
Superintendent

Mission Statement:

Valentine Peyton School provides an instructional program that reflects high expectations for all students and focuses on mastery of the standards. By focusing on a rigorous and challenging curriculum, we aspire for our students to become literate, critical thinkers, effective communicators and life-long learners.

School Profile:

The focus of Peyton School is the social and academic success of our students. Our staff members believe in continuous improvement. We educate children with both enthusiasm and genuine concern for making a difference, not only on our campus, but in the world.

We are proud that our students have shown tremendous growth. Though this growth is definitely something to celebrate, it is only one of the celebrations of our great school. We believe that all students, families, staff and community members should feel welcome and know their importance. This atmosphere is critical to the emotional well-being of our students, which in turn, helps the students be academically successful. Innovative programs such as Dedication to Excellence, Renaissance, Student Leadership, Circle of Friends, and service projects provide opportunities for students and families to support our children as they grow as scholars and as citizens. Peyton School has also adopted an impoverished school in El Salitral, Mexico. School supplies for El Salitral are collected quarterly. Peyton School's students, staff, and families work as a team to encourage our children to excel academically and in character.

Evidence of academic growth can be seen not only in our MAP assessments, but also on district assessments, reclassification rates of English Learners, and CELDT scores. Student performance is monitored through careful analysis of student progress toward benchmarks at academic conferences attended by teachers, specialists, and administrators. Specialists support teachers in the areas of Reading, English Language Development, Mathematics, Speech, Adaptive Physical Education, and Resource for Special Education students. Teacher professional growth is also highly regarded at Peyton School. Our teachers are actively involved in district committees, as well as other professional development activities, and are known for being leaders in education.

We have four special day classes on our campus, including two 3-5th grade Autistic classes and two Severely Handicapped (SH) middle school classes. These students enrich our campus and help all students to respect others, regardless of physical or learning challenges. The large majority of our general education middle school students participate in the Circle of Friends social club, in which general education students are paired with students with special needs to encourage socialization and inclusion.

School poem:

There is nothing like a neighborhood school when it's working at its potential. Its power is breathtaking. its potential is unlimited. It empowers the knowledge and wisdom of caring adults to motivate and encourage a lifetime of learning for all who enter its gates. It provides community, character, and refuge from what is broken outside its walls. It builds bridges to knowledge seekers and offers truth and cognitive stimulation to those it serves. It provides resources for those in need, opens its arms to the forgotten, and challenges each person to go beyond their experiences and imagination. It breaks the chains of ignorance, frees the hopeless, offers belonging to the marginalized of this world, and celebrates the empowerment of the success in learning and rigorous challenge. Whatever the capacity for human ignorance, the school community has a greater capacity for educating and promoting citizenship to change this city. This is what we do. This is who we are. This is Peyton School.

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) 933-7420.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	96
Gr. 1	93
Gr. 2	93
Gr. 3	70
Gr. 4	128
Gr. 5	102
Gr. 6	96
Gr. 7	108
Gr. 8	105
Total	891

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.2
American Indian or Alaska Native	1.5
Asian	21.7
Filipino	12.6
Hispanic or Latino	37.8
Native Hawaiian/Pacific Islander	1.3
White	6.7
Two or More Races	3.3
Socioeconomically Disadvantaged	77.2
English Learners	20.4
Students with Disabilities	11.6

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			
Valentine Peyton Elementary	12-13	13-14	14-15
Fully Credentialed	35	36	35
Without Full Credential	1	1	1
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			
Valentine Peyton 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	1

* "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	100.00	0.00
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
Reading/Language Arts 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
Mathematics 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
Science 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
History-Social Science 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)

Peyton School opened a beautiful new campus in the Riverbend area in 2009. The school site has a kindergarten building with individual classroom restrooms and a separate playground and teacher workroom. There is a large two story classroom building, which houses first through eighth grade classes, as well as a staff lounge and workroom. Our resource building includes a library, a state of the art computer lab, a life skills special education classroom, the counseling office, and the resource classroom. The multipurpose building contains a full cooking kitchen, a Physical Education room and an indoor stage. The administration building has one special education classroom, a staff lounge, a conference room, and a large community room used for large gatherings and assemblies. Our preschool cottage has a separate and secure playground for the two classes on campus. The students enjoy a blacktop with many activities, a playground apparatus, and a large field area.

District maintenance staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to maintain efficient service and make sure 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 produce 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: 8/14/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[]	[]	[X]		overall: broken outlet cover by rm-31 second floor. rm-17: base boards coming loose. rm-20: missing clock rm-7: floor tile lifting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[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	41	51	40	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	48	51	50	36	38	37	54	56	55
Math	54	50	53	34	34	34	49	50	50
HSS	30	29	44	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	4	3	4
Similar Schools	6	3	2

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

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.8	23.8	16.8
7	22.4	20.6	31.8

* 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	40	
Male	37	
Female	44	
Black or African American	36	
American Indian or Alaska Native		
Asian	48	
Filipino	46	
Hispanic or Latino	36	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	34	
English Learners	3	
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	37	-5	8
Black or African American	31	-11	5
American Indian or Alaska Native			
Asian	41	-20	-3
Filipino			9
Hispanic or Latino	41	-2	6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	36	-2	16
English Learners	67	-36	0
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

Peyton School recognizes the important role that parents and the community play in the success and education of their students. Peyton School has established partnerships with community businesses and organizations to increase parent participation. Peyton School offers several opportunities and programs to encourage parent involvement.

- After School Tutoring Programs
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- Parent Cafe
- Parent Teacher Student Association (PTSA)
- Parent/Student Conferences
- Student Assistance Program
- School Site Council (SSC)

Peyton 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. We are very appreciative of our volunteers.

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

Peyton School places a strong emphasis on providing a safe environment for 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. Table tops, door handles, sinks, and toilets are cleaned daily to maintain a healthy environment. During each vacation break, a deep cleaning process occurs during the close of school. A site inspection checklist is completed quarterly by the head custodian and submitted to Risk Management, to ensure the site is safe and free from hazards. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Fire Drills are conducted with all staff and students on a monthly basis, with other emergency drills quarterly. In the event of a school emergency, the principal activates the Emergency Response Team, including notification of the appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district Readiness and Emergency Management for Schools (REMS) plan. Parents are contacted in a timely manner through a voice message system to inform them of any important safety announcement.

Every effort is made to ensure students are monitored while on campus throughout the school day. The campus is locked and secure during school hours. All visitors must sign in at the office, receive proper authorization to be on campus, and must display their passes at all times. Peyton School is committed in assuring that our playgrounds are safe for all students. We have a full time Campus Safety Assistant and four part time noon duty supervisors, as well as a full time Assistant Principal, to provide supervision before school, at recesses, and after school. Teachers also provide additional supervision during recesses and after school dismissal.

Peyton School has a strong Positive Behavior Intervention Support (PBIS) in place to support student knowledge of the expectations of every environment in the school. Student behavior is reinforced by a consistent incentive plan, as well as consequences when needed.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	7.6	8.8	9.5
Expulsions Rate	0.4	0.0	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	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	2009-2010	2004-2005
Year in Program Improvement	Year 4	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
Counselor (Social/Behavioral or Career Development)	.44
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.43
Psychologist	.50
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.6
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23	20	19	2	3	5	3	2		0		
Gr. 1	30.5	33	31	0			2	1	3	0	2	
Gr. 2	30	32	31	0			4	2	3	0		
Gr. 3	30.7	22	18	0	2	2	3	4	2	0		
Gr. 4	32.7	19	21	0	3	3	1	1	1	2	2	2
Gr. 5	31	20	17	0	2	3	2	3	2	1		1
Gr. 6	28.7	22	19	0	2	2	3		1	0	3	2
Other	0			2			0			0		
English	26.9	25	20	3	3	1	2	4		2	1	
Math	30.8	32	37	1			3	4		2	2	2
Science	31.8	32		1			2	3		2	2	
SS	31.8	29		1	1		2	3		2	1	

* 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/.

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	\$5,883	\$2,262	\$3,621	\$60,410
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-27.3	-1.3
Percent Difference: School Site/ State			-22.8	-14.6

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

◆ no data required.

Types of Services Funded at Valentine Peyton 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)

Professional Development provided for Teachers at Valentine Peyton Elementary

Teachers meet for five hours per month outside of their contractual time to collaborate and plan their instruction to support the student's learning of the Common Core Math and ELA standards. The teachers administer MAP assessments three times per year and use the data to monitor student progress, as well as guide instruction. This collaboration and planning is supported by mentoring and lesson design support from the site content area coaches.