



**BULLDOG PRIDE**

# John C. Fremont Elementary

2021 E. Flora St. • Stockton, CA 95205 • (209) 933-7385 • Grades K-8

Joseph Martinez, Principal  
jmartinez@stocktonusd.net

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

### **District Governing Board**

- Gloria Allen
- Andrea Burrise
- Kathleen Garcia
- Colleen Keenan
- Maria Mendez
- Angela Phillips
- Steve Smith

### **District Administration**

- Ms. Julie Penn  
**Superintendent**
- Ms. Julie Penn  
**Interim Superintendent**
- Dr. Mark Hagemann  
**Interim Deputy Superintendent**

### **Principals Message**

Fremont-Lopez Elementary School continues making progress toward higher levels of academic achievement. As an effective team, we constantly meet to collaborate with all of our stake holders in order “To Provide an Environment that Inspires and Supports Student Success, Parental Involvement, and Lifelong Learning.” As Fremont-Lopez’s leader, I will assist in creating a safe and positive environment conducive to personal and professional learning and growth. Engaged in hard work and committed to making educational success a reality for all, I will seek opportunities to provide and support students, staff, and parents in their quest for academic excellence.

We at Fremont-Lopez Elementary, believe in building a positive school culture that promotes relationship building between staff, students, and parents. We are committed and dedicated to work as an effective team in creating positive learning opportunities that make Fremont-Lopez Elementary School a high performing school that is challenging, fun, and stimulating for our students. The students involved in the Magnet Program perform twice a year with instruments, drama, and singing.

As we continue this journey together, I would like to recognize the many efforts of our teachers and support staffs, who consistently give their best to the children in our learning community. Teachers are receiving Professional Learning Community training by Solution Tree and are being provided Common Core Training by West ED. in ELA AND MATH. Teachers continue to provide instruction using effective research based instructional program that uses Direct interactive Instruction. As a team we are making a difference in the lives of our children. We have implemented a shared leadership this year at Fremont involving our teacher leaders in each of our initiatives. I commend the staff for their persistent dedication, passion and hard work in assisting our children in their quest to achieve and succeed not only at school but also in their daily lives.

Fremont-Lopez Elementary will continue reaching out to parents and the community in order to create a true learning community, where parents are well-informed of their child’s instruction and progress. Through our Back to School Night, Title 1 parent meeting, School Newsletters, Adult English as a Second Language (ESL) classes, English Learners Advisory Committee (ELAC) meetings, School Site Council (SSC) meetings, monthly Parent Coffee Hour meetings, Parent/Teacher Organization (PTSA) and Connect-Ed phone message system, we are making every effort possible to fully integrate parents into our vision. Great things lie ahead for this deserving community of learners.

Joseph Martinez, Principal

## 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 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 at (209) 933-7385 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	91
Grade 2	116
Grade 3	126
Grade 4	109
Grade 5	108
Grade 6	94
Grade 7	76
Grade 8	95
<b>Total Enrollment</b>	<b>928</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	1.3
Asian	4.4
Filipino	1.2
Hispanic or Latino	81.3
Native Hawaiian or Pacific Islander	0.9
White	6.6
Two or More Races	1.6
Socioeconomically Disadvantaged	91.1
English Learners	48
Students with Disabilities	6.3
Foster Youth	0.5

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			
John C. Fremont Elementary	13-14	14-15	15-16
With Full Credential	39	36	35
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
John C. Fremont Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	2	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

2014-15 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	98.2	1.8
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

Fremont-Lopez Elementary has been in existence, since the 1950's. Through the use of Bond monies, there have been many projects completed on site to update and restructure classrooms and restrooms bringing the building up to code. The site has approximately 70 classrooms, and administration offices that are used on a daily basis. Two gyms, a cafeteria/multipurpose room, a library, and a computer lab are in existence and are updated and maintained regularly to meet State regulations. There are several bathrooms located in many areas of the campus and are used for students and staff. Three playground areas have been established to accommodate primary and intermediate children during the lunch and recess times. Stockton Intermediate Alternative School is located in the back of the school campus. Although the school is housed on Fremont's site it is separate and operates on its own.

Through a Healthy Start Grant a Fremont Parent Center was established to accommodate families and students with health care services. This center was created over a decade ago and is self-sustaining. The center is used to house our School Nurse, School Psychologist, Speech Therapist and other outside community partners who provide special services for our families.

#### 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. Deep cleaning is planned throughout the year. Break time is used to provide the necessary deep cleaning that can only occur when students and teachers are absent from the site.

### 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. As we continue to have budget cuts from the State, the principal and assistant principal are always looking for more effective and efficient ways to ensure that the quality of cleaning is a priority for our site.

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: 6/232015				
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: paint peeling on walls & ceiling in boys RR, large gym: walls need to be cleaned or painted. Multipurpose/kitchen: loose ceiling tile, paint peeling on kitchen RR wall by sink. rm 17: paint peeling on wall, conduct cover over server missing,curtains hanging. rm 23: water stains on ceiling tile. rm 27: water stains on ceiling tile. rm 31: water stains on ceiling tile, paint peeling on wall rm 39: loose ceiling tile. rm 42: water stains on ceiling tile,rips on wall. rm 46: loose ceiling tile,paint peeling on wall rm 57: water stains on ceiling tile. rm 63: loose and water stains on ceiling tile. rm 67: loose and water stains on ceiling tile. Trim on counter needs to be secured hanging,paint peeling on wall
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			rm 12: exhaust fan not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Multipurpose/kitchen: loose ceiling tile, paint peeling on kitchen RR wall by sink.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			overall: overhangs paint peeling and has dry rot, playboxes damage kid timbers needs to be replace.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 6/23/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	overall: overhangs paint peeling and has dry rot, playboxes damage kid timbers needs to be replace.
Overall Rating	Exemplary	Good	Fair	Poor
			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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	9	23	44
Math	4	17	33

\* 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**

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	16	16	17	32	31	29	59	60	56

\* Results are for 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**

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.10	27.20	23.70
7	15.90	23.20	8.70

\* 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**

2014-15 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
All Student at the School	17
Male	23
Female	12
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	14
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	17
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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**

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	128	126	98.4	82	13	3	1
	<b>4</b>	112	109	97.3	81	11	6	2
	<b>5</b>	117	114	97.4	77	12	10	0
	<b>6</b>	95	92	96.8	66	24	8	1
	<b>7</b>	73	71	97.3	61	24	8	4
	<b>8</b>	95	93	97.9	51	37	11	1
<b>Male</b>	<b>3</b>	128	69	53.9	88	10	1	0
	<b>4</b>	112	55	49.1	82	9	9	0
	<b>5</b>	117	53	45.3	74	15	11	0
	<b>6</b>	95	51	53.7	71	18	10	0
	<b>7</b>	73	37	50.7	73	19	3	0
	<b>8</b>	95	47	49.5	66	30	4	0
<b>Female</b>	<b>3</b>	128	57	44.5	74	18	5	2
	<b>4</b>	112	54	48.2	80	13	4	4
	<b>5</b>	117	61	52.1	80	10	8	0
	<b>6</b>	95	41	43.2	61	32	5	2
	<b>7</b>	73	34	46.6	47	29	15	9
	<b>8</b>	95	46	48.4	35	43	17	2
<b>Black or African American</b>	<b>3</b>	128	3	2.3	--	--	--	--
	<b>4</b>	112	8	7.1	--	--	--	--
	<b>5</b>	117	5	4.3	--	--	--	--
	<b>6</b>	95	4	4.2	--	--	--	--
	<b>7</b>	73	2	2.7	--	--	--	--
	<b>8</b>	95	3	3.2	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>	128	1	0.8	--	--	--	--
	<b>4</b>	112	4	3.6	--	--	--	--
	<b>7</b>	73	1	1.4	--	--	--	--
	<b>8</b>	95	1	1.1	--	--	--	--
<b>Asian</b>	<b>3</b>	128	3	2.3	--	--	--	--
	<b>4</b>	112	4	3.6	--	--	--	--
	<b>5</b>	117	3	2.6	--	--	--	--
	<b>6</b>	95	5	5.3	--	--	--	--
	<b>7</b>	73	4	5.5	--	--	--	--
	<b>8</b>	95	6	6.3	--	--	--	--
<b>Filipino</b>	<b>5</b>	117	2	1.7	--	--	--	--
	<b>6</b>	95	4	4.2	--	--	--	--
	<b>7</b>	73	2	2.7	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Hispanic or Latino</b>	<b>3</b>	128	107	83.6	80	15	4	1
	<b>4</b>	112	81	72.3	79	12	7	1
	<b>5</b>	117	99	84.6	79	12	9	0
	<b>6</b>	95	66	69.5	62	29	9	0
	<b>7</b>	73	53	72.6	57	30	8	4
	<b>8</b>	95	73	76.8	47	42	11	0
<b>Native Hawaiian or Pacific Islander</b>	<b>3</b>	128	1	0.8	--	--	--	--
	<b>4</b>	112	1	0.9	--	--	--	--
	<b>6</b>	95	0	0.0	--	--	--	--
	<b>7</b>	73	1	1.4	--	--	--	--
<b>White</b>	<b>3</b>	128	8	6.3	--	--	--	--
	<b>4</b>	112	10	8.9	--	--	--	--
	<b>5</b>	117	5	4.3	--	--	--	--
	<b>6</b>	95	13	13.7	62	23	8	8
	<b>7</b>	73	6	8.2	--	--	--	--
	<b>8</b>	95	9	9.5	--	--	--	--
<b>Two or More Races</b>	<b>3</b>	128	3	2.3	--	--	--	--
	<b>4</b>	112	1	0.9	--	--	--	--
	<b>7</b>	73	2	2.7	--	--	--	--
	<b>8</b>	95	1	1.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	128	115	89.8	83	12	3	1
	<b>4</b>	112	103	92.0	81	12	6	2
	<b>5</b>	117	107	91.5	77	13	9	0
	<b>6</b>	95	88	92.6	67	24	8	0
	<b>7</b>	73	66	90.4	59	24	9	5
	<b>8</b>	95	88	92.6	51	36	11	0
<b>Students with Disabilities</b>	<b>3</b>	128	6	4.7	--	--	--	--
	<b>4</b>	112	6	5.4	--	--	--	--
	<b>5</b>	117	5	4.3	--	--	--	--
	<b>6</b>	95	7	7.4	--	--	--	--
	<b>7</b>	73	10	13.7	--	--	--	--
	<b>8</b>	95	7	7.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3	128	2	1.6	--	--	--	--
	4	112	3	2.7	--	--	--	--
	5	117	4	3.4	--	--	--	--
	6	95	1	1.1	--	--	--	--
	7	73	2	2.7	--	--	--	--
	8	95	2	2.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**SOURCE: California Department of Education**

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	128	126	98.4	74	22	4	0
	4	112	107	95.5	64	25	7	0
	5	117	116	99.1	84	16	1	0
	6	95	93	97.9	77	18	4	0
	7	73	70	95.9	74	17	6	1
	8	95	92	96.8	77	16	2	0
Male	3	128	69	53.9	67	29	4	0
	4	112	53	47.3	58	25	9	0
	5	117	54	46.2	80	19	2	0
	6	95	52	54.7	73	23	4	0
	7	73	36	49.3	89	8	0	0
	8	95	48	50.5	81	17	2	0
Female	3	128	57	44.5	82	14	4	0
	4	112	54	48.2	69	26	6	0
	5	117	62	53.0	87	13	0	0
	6	95	41	43.2	83	12	5	0
	7	73	34	46.6	59	26	12	3
	8	95	44	46.3	73	16	2	0



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Black or African American</b>	<b>3</b>	128	3	2.3	--	--	--	--
	<b>4</b>	112	8	7.1	--	--	--	--
	<b>5</b>	117	5	4.3	--	--	--	--
	<b>6</b>	95	4	4.2	--	--	--	--
	<b>7</b>	73	2	2.7	--	--	--	--
	<b>8</b>	95	3	3.2	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>	128	1	0.8	--	--	--	--
	<b>4</b>	112	4	3.6	--	--	--	--
	<b>7</b>	73	1	1.4	--	--	--	--
	<b>8</b>	95	1	1.1	--	--	--	--
<b>Asian</b>	<b>3</b>	128	3	2.3	--	--	--	--
	<b>4</b>	112	4	3.6	--	--	--	--
	<b>5</b>	117	4	3.4	--	--	--	--
	<b>6</b>	95	5	5.3	--	--	--	--
	<b>7</b>	73	4	5.5	--	--	--	--
	<b>8</b>	95	6	6.3	--	--	--	--
<b>Filipino</b>	<b>5</b>	117	2	1.7	--	--	--	--
	<b>6</b>	95	4	4.2	--	--	--	--
	<b>7</b>	73	2	2.7	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	128	107	83.6	74	21	5	0
	<b>4</b>	112	79	70.5	61	27	9	0
	<b>5</b>	117	100	85.5	84	15	1	0
	<b>6</b>	95	66	69.5	77	18	5	0
	<b>7</b>	73	53	72.6	72	23	2	2
	<b>8</b>	95	73	76.8	79	12	3	0
<b>Native Hawaiian or Pacific Islander</b>	<b>3</b>	128	1	0.8	--	--	--	--
	<b>4</b>	112	1	0.9	--	--	--	--
	<b>6</b>	95	0	0.0	--	--	--	--
	<b>7</b>	73	1	1.4	--	--	--	--
<b>White</b>	<b>3</b>	128	8	6.3	--	--	--	--
	<b>4</b>	112	10	8.9	--	--	--	--
	<b>5</b>	117	5	4.3	--	--	--	--
	<b>6</b>	95	14	14.7	57	36	7	0
	<b>7</b>	73	5	6.8	--	--	--	--
	<b>8</b>	95	8	8.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Two or More Races</b>	<b>3</b>	128	3	2.3	--	--	--	--
	<b>4</b>	112	1	0.9	--	--	--	--
	<b>7</b>	73	2	2.7	--	--	--	--
	<b>8</b>	95	1	1.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	128	115	89.8	74	23	3	0
	<b>4</b>	112	101	90.2	63	26	7	0
	<b>5</b>	117	109	93.2	83	17	1	0
	<b>6</b>	95	89	93.7	79	18	3	0
	<b>7</b>	73	65	89.0	72	18	6	2
	<b>8</b>	95	87	91.6	78	16	2	0
<b>Students with Disabilities</b>	<b>3</b>	128	6	4.7	--	--	--	--
	<b>4</b>	112	6	5.4	--	--	--	--
	<b>5</b>	117	5	4.3	--	--	--	--
	<b>6</b>	95	7	7.4	--	--	--	--
	<b>7</b>	73	10	13.7	--	--	--	--
	<b>8</b>	95	6	6.3	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>	128	2	1.6	--	--	--	--
	<b>4</b>	112	3	2.7	--	--	--	--
	<b>5</b>	117	4	3.4	--	--	--	--
	<b>6</b>	95	1	1.1	--	--	--	--
	<b>7</b>	73	2	2.7	--	--	--	--
	<b>8</b>	95	2	2.1	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--	--	--	--
	<b>4</b>	--	--	--	--	--	--	--
	<b>5</b>	--	--	--	--	--	--	--
	<b>6</b>	--	--	--	--	--	--	--
	<b>7</b>	--	--	--	--	--	--	--
	<b>8</b>	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**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**

Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

After School Programs  
 Rosetta Stone  
 Saturday School  
 Counseling services when available  
 English Language Advisory Committee (ELAC)  
 English Language Learner Instruction and Support (ELD)  
 English as a Second Language for Adults (ESL)  
 Family Health Centers and programs when and where available  
 Parent Resource Center  
 Parent Coffee Hour  
 Parent/Student conferences when possible  
 Parent/Teacher Organizations (PTO)  
 School Site Council (SSC)  
 University of the Pacific (student volunteers)  
 Parenting Partners  
 Site Contact Personnel (Caroline Coronado)

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 should call the school's office at (933-7385).

#### 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. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. 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. We complete a site review with the district Safety Inspection Checklist which occurs quarterly.

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 and Emergency Management for Schools (REMS) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

A safety team has been formed and meets three times a year. During the meetings the team analyzes safety data, plans table top discussions, discuss safety issues, address concerns and creates policies and procedures to provide a safer environment for our students and staff.

Every effort is made to ensure students are monitored while on campus throughout the school day. Our Campus Security Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The custodian inspects the grounds before the students come on campus. 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			
School	2012-13	2013-14	2014-15
Suspensions Rate	15.05	22.32	18.30
Expulsions Rate	0.00	0.00	0.19
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	20	17	23	6	10	1	1		4			
1	31	28	28				4	6	5			
2	26	31	29	1			3	6	6			
3	25	25	30	1			4	6	6			
4	32	26	27		1		1	5	4	2		
5	33	30	27			1	1	1	4	2	3	
6	30	29	31				3	3	3			1
Other			30						1			

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	20	32	32	8			4	1	1			1
Math	20	24	31	4	2		4	4	1			
Science	27			1			4					
SS	20			4			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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.04
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	2
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	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

### 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 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 (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### 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, the county, and the state. 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.

### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development for West Ed. , Turn Around Arts, Instructional coaches provide on going PD to teacher.

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6429.23	2656.25	3772.98	52250.07
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-24.3	-14.6
Percent Difference: School Site/ State			-19.6	-26.1

\* Cells with ◆ do not require data.

**SOURCE:** Information is provided by the school district and California Department of Education.  
◆ no data required.