

King Elementary

2640 East Lafayette St. • Stockton, CA 95205 • (209) 933-7230 • Grades K-8

Connie Fabian, Principal
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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

School Description

King School's Vision Statement: All members of the school work together to ensure that students have the 21st Century Skills necessary to compete in the future Global Market. Students have the opportunity to participate and are successful in a highly engaging and enriching learning environment.

Our mission is to empower students to reach their highest potential, inspire excellence, and engage members of the school community in an effort to enhance the students' academic excellence. In our Guiding Principles, we strive to achieve the following:

- Demonstrate our Tribes Agreements of Mutual Respect, Attentive Listening, Appreciation, and No Put-Downs.
- Use rigorous, challenging standards-based instructional programs and practices that ensure all students attain academic proficiency.
- Provide a safe and structured learning environment.
- Establish and maintain partnerships with businesses and social service agencies in order to fully meet the students' needs, e.g., academic, social, psychological, etc.
- Immerse students in a variety of learning experiences through all learning styles.
- Build students' self-esteem to ensure they become self-reliant, confident, productive citizens.
- Ensure that parents work closely with the staff to ensure they are active participants in their child's education at school and at home.

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) 933-7230 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	143
Grade 1	106
Grade 2	106
Grade 3	124
Grade 4	101
Grade 5	101
Grade 6	91
Grade 7	95
Grade 8	92
Total Enrollment	959

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	1.9
Asian	2.5
Filipino	0.1
Hispanic or Latino	89.6
White	1.7
Two or More Races	0.6
Socioeconomically Disadvantaged	91.1
English Learners	51.3
Students with Disabilities	7.4
Foster Youth	0.6

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			
King Elementary	13-14	14-15	15-16
With Full Credential	34	33	34
Without Full Credential	2	1	1
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			
King Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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

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	100.0	0.0
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
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>Earth Science Adopted in 2007</p> <p>Life Science Adopted in 2007</p> <p>Physical Science Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 Scott Foresman Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/14/2015				
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		P-52: missing outlet cover, carpet worn. P-57: missing outlet cover, carpet worn. rm 14: stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/14/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical		X			P-48: missing outlet cover. P-52: missing outlet cover, carpet worn. P-57: missing outlet cover, carpet worn.
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 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.00	13.00	10.00
7	24.70	14.00	15.10

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	24	23	44
Math	17	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

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	29
All Student at the School	30
Male	27
Female	32
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	28
White	--
Socioeconomically Disadvantaged	--
English Learners	2
Students with Disabilities	29
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

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	29	28	30	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

**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
All Students	3	125	123	98.4	50	24	23	2
	4	99	99	100.0	72	18	8	2
	5	100	100	100.0	61	12	20	7
	6	96	95	99.0	54	29	15	2
	7	95	93	97.9	41	22	24	13
	8	93	92	98.9	42	28	22	7
Male	3	125	73	58.4	52	26	19	3
	4	99	42	42.4	67	19	12	2
	5	100	51	51.0	65	12	18	6
	6	96	52	54.2	65	23	8	4
	7	95	38	40.0	39	21	29	11
	8	93	47	50.5	53	21	21	2
Female	3	125	50	40.0	48	22	28	2
	4	99	57	57.6	75	18	5	2
	5	100	49	49.0	57	12	22	8
	6	96	43	44.8	40	37	23	0
	7	95	55	57.9	42	22	20	15
	8	93	45	48.4	31	36	22	11
Black or African American	3	125	5	4.0	--	--	--	--
	4	99	4	4.0	--	--	--	--
	5	100	6	6.0	--	--	--	--
	6	96	2	2.1	--	--	--	--
	7	95	3	3.2	--	--	--	--
	8	93	3	3.2	--	--	--	--
American Indian or Alaska Native	3	125	2	1.6	--	--	--	--
	4	99	1	1.0	--	--	--	--
	5	100	3	3.0	--	--	--	--
	7	95	3	3.2	--	--	--	--
	8	93	2	2.2	--	--	--	--
Asian	3	125	2	1.6	--	--	--	--
	4	99	1	1.0	--	--	--	--
	5	100	4	4.0	--	--	--	--
	6	96	4	4.2	--	--	--	--
	7	95	3	3.2	--	--	--	--
	8	93	6	6.5	--	--	--	--
Filipino	5	100	1	1.0	--	--	--	--

**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
Hispanic or Latino	3	125	113	90.4	52	23	22	3
	4	99	91	91.9	71	18	9	2
	5	100	85	85.0	61	13	19	7
	6	96	89	92.7	56	28	13	2
	7	95	82	86.3	41	20	23	15
	8	93	79	84.9	42	32	20	5
White	3	125	1	0.8	--	--	--	--
	4	99	2	2.0	--	--	--	--
	5	100	1	1.0	--	--	--	--
	7	95	1	1.1	--	--	--	--
	8	93	2	2.2	--	--	--	--
Two or More Races	7	95	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	125	113	90.4	52	22	24	2
	4	99	94	94.9	71	18	9	2
	5	100	97	97.0	61	11	21	7
	6	96	91	94.8	55	29	14	2
	7	95	89	93.7	42	22	24	11
	8	93	90	96.8	43	28	22	6
Students with Disabilities	3	125	10	8.0	--	--	--	--
	4	99	9	9.1	--	--	--	--
	5	100	9	9.0	--	--	--	--
	6	96	12	12.5	67	25	8	0
	7	95	2	2.1	--	--	--	--
	8	93	7	7.5	--	--	--	--
Students Receiving Migrant Education Services	3	125	5	4.0	--	--	--	--
	4	99	1	1.0	--	--	--	--
	5	100	1	1.0	--	--	--	--
	6	96	1	1.0	--	--	--	--
	7	95	4	4.2	--	--	--	--
	8	93	1	1.1	--	--	--	--
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.

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	125	125	100.0	46	34	15	4
	4	99	99	100.0	58	35	7	0
	5	100	100	100.0	61	22	12	5
	6	96	95	99.0	63	21	11	5
	7	95	93	97.9	47	32	14	6
	8	93	92	98.9	60	21	14	5
Male	3	125	73	58.4	45	33	16	5
	4	99	42	42.4	48	40	12	0
	5	100	51	51.0	63	22	12	4
	6	96	52	54.2	75	15	6	4
	7	95	38	40.0	47	29	13	11
	8	93	47	50.5	66	17	13	4
Female	3	125	52	41.6	48	37	13	2
	4	99	57	57.6	65	32	4	0
	5	100	49	49.0	59	22	12	6
	6	96	43	44.8	49	28	16	7
	7	95	55	57.9	47	35	15	4
	8	93	45	48.4	53	24	16	7
Black or African American	3	125	5	4.0	--	--	--	--
	4	99	4	4.0	--	--	--	--
	5	100	6	6.0	--	--	--	--
	6	96	2	2.1	--	--	--	--
	7	95	3	3.2	--	--	--	--
	8	93	3	3.2	--	--	--	--
American Indian or Alaska Native	3	125	2	1.6	--	--	--	--
	4	99	1	1.0	--	--	--	--
	5	100	3	3.0	--	--	--	--
	7	95	3	3.2	--	--	--	--
	8	93	2	2.2	--	--	--	--
Asian	3	125	2	1.6	--	--	--	--
	4	99	1	1.0	--	--	--	--
	5	100	4	4.0	--	--	--	--
	6	96	4	4.2	--	--	--	--
	7	95	3	3.2	--	--	--	--
	8	93	6	6.5	--	--	--	--
Filipino	5	100	1	1.0	--	--	--	--

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
Hispanic or Latino	3	125	115	92.0	49	33	15	3
	4	99	91	91.9	57	35	8	0
	5	100	85	85.0	62	21	12	5
	6	96	89	92.7	64	21	9	6
	7	95	82	86.3	44	33	16	7
	8	93	79	84.9	59	22	14	5
White	3	125	1	0.8	--	--	--	--
	4	99	2	2.0	--	--	--	--
	5	100	1	1.0	--	--	--	--
	7	95	1	1.1	--	--	--	--
	8	93	2	2.2	--	--	--	--
Two or More Races	7	95	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	125	114	91.2	47	34	15	4
	4	99	94	94.9	59	34	7	0
	5	100	97	97.0	61	22	12	5
	6	96	91	94.8	64	21	10	5
	7	95	89	93.7	48	33	13	6
	8	93	90	96.8	61	21	13	4
Students with Disabilities	3	125	10	8.0	--	--	--	--
	4	99	9	9.1	--	--	--	--
	5	100	9	9.0	--	--	--	--
	6	96	12	12.5	92	0	8	0
	7	95	2	2.1	--	--	--	--
	8	93	7	7.5	--	--	--	--
Students Receiving Migrant Education Services	3	125	5	4.0	--	--	--	--
	4	99	1	1.0	--	--	--	--
	5	100	1	1.0	--	--	--	--
	6	96	1	1.0	--	--	--	--
	7	95	4	4.2	--	--	--	--
	8	93	1	1.1	--	--	--	--
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.

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

King Elementary School believes that parents and the community play an important role in the education of our students. The School Site Council (SSC), Parent Teacher Organization (PTO), and the English Learner Advisory Committee (ELAC) meet regularly throughout the school year to make decisions on behalf of the children at King School. The SSC reviews and advises on the school's budget and support personnel for the school. The ELAC provides an opportunity for parents of English Learners to meet together and learn more about the curriculum and programs provided at King Elementary School to assist English Learners in becoming more proficient in English. In addition, the ELAC is apprised of the school's language census and provides direction for its needs assessment. The PTO organizes fund raisers and activities for students and teachers. Parents are encouraged to visit their child's classroom. Before visiting, parents must sign in at the office. Each teacher is required to select a room parent for the school year. This "room parent" assists the teacher with activities, student centers, and field trips. This parent serves as a liaison between the teacher and the parents of the classroom. A Coffee Hour is held in the King Family Center every Wednesday morning, where parents are encouraged to come and discuss various issues, such as children's health and safety. It is also an open forum with the principal to discuss any concerns or answer any questions for parents. A variety of community resource agencies and our support staff provide workshops for our parents. The topics are selected by an annual parent interest survey. Additionally, classes are held daily in the King Family Center. Classes include computers, English as a Second Language (ESL), nutrition, health, exercise, financial planning, and basic parenting skills. King School parents are trainers for the "Parenting Partners" curriculum and they hold sessions every Monday morning. King Elementary School has a medical clinic on campus open 5 days a week Monday-Friday, 1-5 p.m. Anyone in the community parents, neighbors, and students have access to the clinic for minor health care needs. In addition, WIC meets monthly with parents and community. These medical provisions have helped form an active bond between the school and the community. A parent calendar is sent home monthly with the King Family Center parent activities and a weekly parent bulletin goes home explaining school and classroom student activities.

Parents who wish to participate in King Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Connie M. Fabian, Principal, or Cindy Martel, parent liaison at (209) 933-7230.

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 the close of school, either during the summer or other extended breaks. Additionally, the Head Custodian and the Principal inspect the grounds and report through a monthly safety inspection to the district's Risk Management Department. 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 is revised annually in July prior to the opening of the new school year by the school's administration. Training on the plan is provided to all staff at the "Beginning of the Year" staff meeting. Continuous training takes place at staff meetings monthly where staff discusses emergency drills and table top discussions on topics related to student and staff safety. Alongside a Positive Behavior Intervention and Support (PBIS) plan addendum the 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. Emergency drills are conducted monthly.

Emergency Preparedness kits are maintained and available in each teaching area, offices, and library. Communication radios have been purchased for yard duty, each teaching academy, office, library, and administration offices. Every effort is made to ensure students are monitored while on campus throughout the school day. There are 6 yard supervisors, 2 campus safety assistants, full-time counselor, teachers, 2 site administrators and other school staff that provide supervision for students before, during, and after school. The playground is monitored by the staff to ensure that it 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. The school gates are locked during the day after school begins and reopened during school dismissal. The school district installed a security fence limiting access to the campus and allowing entrance only by coming through the office in 2012-13.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	4.21	2.96	2.99
Expulsions Rate	0.00	0.10	0.00
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	2004-2005	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)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	18	21	5	11	5			6			
1	28	29	28				5	7	3			
2	30	31	29			1	4	5	7		2	
3	32	25	28		2	1	3	4	6			
4	33	24	26		2	2		1	1	3	3	3
5	32	25	24		1	2	1	2	1	2	1	3
6	30	25	24		2	1	3	3	3	1	2	1
Other			33									1

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2012-13	2013-14	2014-15	1-22			23-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	20		22	9		2	6		1	2		
Math	30	38	31				3		1	1	1	
Science	29			1			2			1		
SS	30						3			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)	0.6
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.04
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	2.4
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/.

SOURCE: California Department of Education

Professional Development provided for Teachers

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. Teachers are meeting weekly in Professional Learning Communities to analyze data, plan, and reflect/discuss best teaching practices for our students.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4916.85	712.11	4204.74	64158.37
District	♦	♦	4983.64	\$61,632
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-15.6	4.9
Percent Difference: School Site/ State			-10.3	-9.3

* Cells with ♦ do not require data.

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

♦ no data required.

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 (BTSA)

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.