Pittman Charter

701 East Park St. • Stockton, CA 95202 • (209) 933-7496 • Grades K-8
Adrienne Machado, Principal
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www.pittmancharterschool

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

Vision: Pittman Charter community prepares students to become academically successful, inquisitive life-long learners who continue to develop their individual and civic responsibilities toward global citizenship. Our mission is to prepare life-long learners for the 21st century by providing a comprehensive education. In addition to a curriculum of language arts, mathematics, and social studies, we included technology and the arts, inquiry-based hands-on science, and offer an option in Spanish Dual- Immersion. In a safe and inclusive environment, Pittman staff strives to develop creative and critical thinkers in strong partnership with our families and community.

Mission: Pittman Charter School's mission is to prepare life-long learners for the 21st century by providing a comprehensive education. In addition to a curriculum of language arts, mathematics, and social studies, we include technology and the arts, inquirty-based hands-on science, and offer an option in Spanish Dual-Immersion. In a safe and inclusive environment, Pittman Staff strives to develop creative and critical thinkers in strong partnership with our families and community.

Our schoolwide goals are:
* Increase academic achievement for all students.
* Ensure and promote a safe, caring and positive environment.
* Students and parents will have a sense of pride and ownership of our school.

Our academic goal for this year is to improve reading and writing for all grade levels.

Adrienne Machado, 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) 933-7496 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	74
Grade 1	86
Grade 2	86
Grade 3	81
Grade 4	56
Grade 5	86
Grade 6	56
Grade 7	58
Grade 8	65
Total Enrollment	648

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	12.2
American Indian or Alaska Native	0.5
Asian	5.6
Filipino	0.5
Hispanic or Latino	74.1
White	4.9
Two or More Races	2.3
Socioeconomically Disadvantaged	90.4
English Learners	41.7
Students with Disabilities	4.8
Foster Youth	0.3

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			
Pittman Charter	**13-14**	**14-15**	**15-16**
With Full Credential	23	24	24
Without Full Credential	1	1	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			
Pittman Charter	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

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	97.6	2.4
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	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C-8: A/C not working, lights out in classroom. E-5: mising outlet cover, thermostat needs to be secured to wall,internet connection hanging out of outlet.
Interior: Interior Surfaces	X			Multipurpose/kitchen: crack on kitchen floor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	boys & girls restrooms: lights out in Girls RR, boys RR cover kick in by sink. C-8: A/C not working, lights out in classroom. D-7: lights out in classroom. E-5: mising outlet cover, thermostat needs to be secured to wall,internet connection hanging out of outlet.
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** X	**Fair**	**Poor**	

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	17	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

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	40	23	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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.40	9.80	1.20
7	22.80	15.80	3.50

* 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	32
Female	29
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	30
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	4
Students with Disabilities	28
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
All Students	3	81	81	100.0	63	23	9	2
	4	56	56	100.0	61	25	11	4
	5	84	83	98.8	70	18	10	2
	6	60	58	96.7	45	34	21	0
	7	62	60	96.8	55	25	17	3
	8	62	61	98.4	34	38	26	2
Male	3	81	40	49.4	70	18	8	0
	4	56	31	55.4	68	23	6	3
	5	84	37	44.0	73	19	8	0
	6	60	35	58.3	51	34	14	0
	7	62	24	38.7	67	17	17	0
	8	62	28	45.2	43	36	21	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	81	41	50.6	56	29	10	5
	4	56	25	44.6	52	28	16	4
	5	84	46	54.8	67	17	11	4
	6	60	23	38.3	35	35	30	0
	7	62	36	58.1	47	31	17	6
	8	62	33	53.2	27	39	30	3
Black or African American	3	81	11	13.6	45	45	0	9
	4	56	11	19.6	55	18	27	0
	5	84	8	9.5	--	--	--	--
	6	60	10	16.7	--	--	--	--
	7	62	5	8.1	--	--	--	--
	8	62	1	1.6	--	--	--	--
American Indian or Alaska Native	7	62	1	1.6	--	--	--	--
	8	62	2	3.2	--	--	--	--
Asian	3	81	3	3.7	--	--	--	--
	4	56	8	14.3	--	--	--	--
	5	84	2	2.4	--	--	--	--
	6	60	3	5.0	--	--	--	--
	7	62	6	9.7	--	--	--	--
	8	62	8	12.9	--	--	--	--
Filipino	6	60	1	1.7	--	--	--	--
	7	62	1	1.6	--	--	--	--
	8	62	1	1.6	--	--	--	--
Hispanic or Latino	3	81	60	74.1	68	17	12	2
	4	56	36	64.3	69	28	3	0
	5	84	67	79.8	66	22	10	1
	6	60	38	63.3	39	42	18	0
	7	62	45	72.6	58	22	16	4
	8	62	46	74.2	39	35	26	0
White	3	81	4	4.9	--	--	--	--
	5	84	3	3.6	--	--	--	--
	6	60	3	5.0	--	--	--	--
	7	62	2	3.2	--	--	--	--
	8	62	3	4.8	--	--	--	--

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
School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) _Disaggregated by Student Groups, Grades Three through Eight and Eleven_								
Two or More Races	3	81	3	3.7	--	--	--	--
	4	56	1	1.8	--	--	--	--
	5	84	3	3.6	--	--	--	--
	6	60	3	5.0	--	--	--	--
Socioeconomically Disadvantaged	3	81	75	92.6	65	21	9	1
	4	56	51	91.1	61	27	10	2
	5	84	79	94.0	71	18	9	3
	6	60	56	93.3	45	34	21	0
	7	62	57	91.9	56	25	16	4
	8	62	59	95.2	34	39	27	0
Students with Disabilities	3	81	4	4.9	--	--	--	--
	4	56	1	1.8	--	--	--	--
	5	84	10	11.9	--	--	--	--
	6	60	4	6.7	--	--	--	--
	7	62	4	6.5	--	--	--	--
	8	62	3	4.8	--	--	--	--
Students Receiving Migrant Education Services	3	81	3	3.7	--	--	--	--
	4	56	4	7.1	--	--	--	--
	5	84	1	1.2	--	--	--	--
	6	60	1	1.7	--	--	--	--
	7	62	1	1.6	--	--	--	--
	8	62	2	3.2	--	--	--	--
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

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	81	80	98.8	56	24	18	3
	4	56	56	100.0	25	52	18	5
	5	84	83	98.8	75	17	7	1
	6	60	58	96.7	40	43	16	2
	7	62	62	100.0	55	27	15	3
	8	62	62	100.0	53	27	15	5
Male	3	81	39	48.1	59	18	21	3
	4	56	31	55.4	19	48	26	6
	5	84	37	44.0	76	16	8	0
	6	60	35	58.3	46	37	14	3
	7	62	24	38.7	58	25	17	0
	8	62	28	45.2	50	29	14	7
Female	3	81	41	50.6	54	29	15	2
	4	56	25	44.6	32	56	8	4
	5	84	46	54.8	74	17	7	2
	6	60	23	38.3	30	52	17	0
	7	62	38	61.3	53	29	13	5
	8	62	34	54.8	56	26	15	3
Black or African American	3	81	11	13.6	45	36	18	0
	4	56	11	19.6	27	45	18	9
	5	84	8	9.5	--	--	--	--
	6	60	10	16.7	--	--	--	--
	7	62	5	8.1	--	--	--	--
	8	62	1	1.6	--	--	--	--
American Indian or Alaska Native	7	62	1	1.6	--	--	--	--
	8	62	2	3.2	--	--	--	--
Asian	3	81	3	3.7	--	--	--	--
	4	56	8	14.3	--	--	--	--
	5	84	2	2.4	--	--	--	--
	6	60	3	5.0	--	--	--	--
	7	62	6	9.7	--	--	--	--
	8	62	8	12.9	--	--	--	--
Filipino	6	60	1	1.7	--	--	--	--
	7	62	1	1.6	--	--	--	--
	8	62	1	1.6	--	--	--	--

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	81	60	74.1	60	20	17	3
	4	56	36	64.3	22	58	17	3
	5	84	67	79.8	72	21	7	0
	6	60	38	63.3	34	45	18	3
	7	62	47	75.8	57	28	11	4
	8	62	47	75.8	57	23	13	6
White	3	81	3	3.7	--	--	--	--
	5	84	3	3.6	--	--	--	--
	6	60	3	5.0	--	--	--	--
	7	62	2	3.2	--	--	--	--
	8	62	3	4.8	--	--	--	--
Two or More Races	3	81	3	3.7	--	--	--	--
	4	56	1	1.8	--	--	--	--
	5	84	3	3.6	--	--	--	--
	6	60	3	5.0	--	--	--	--
Socioeconomically Disadvantaged	3	81	74	91.4	58	23	18	1
	4	56	51	91.1	25	53	18	4
	5	84	79	94.0	75	18	6	1
	6	60	56	93.3	38	45	16	2
	7	62	59	95.2	54	29	14	3
	8	62	60	96.8	53	28	13	5
Students with Disabilities	3	81	4	4.9	--	--	--	--
	4	56	1	1.8	--	--	--	--
	5	84	10	11.9	--	--	--	--
	6	60	4	6.7	--	--	--	--
	7	62	4	6.5	--	--	--	--
	8	62	3	4.8	--	--	--	--
Students Receiving Migrant Education Services	3	81	3	3.7	--	--	--	--
	4	56	4	7.1	--	--	--	--
	5	84	1	1.2	--	--	--	--
	6	60	1	1.7	--	--	--	--
	7	62	1	1.6	--	--	--	--
	8	62	2	3.2	--	--	--	--

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

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
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

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. We 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
Counseling services
Valley Community Counseling Services 4 days a week
English Language Advisory Committee (ELAC)
Victor Community Support Services - School Based Wrap Program 4 days a week
Stockton Police Chaplaincy - 4 hours a week
English Language Learner instruction and support (ELD)
Family Health Centers and programs when and where available
Parent Coffee Hour and Parent Academy
Parent/Student conferences (once per year)
Parent Teacher Student Association (PTSA)
Spanish Dual Immersion K-6
Education Pre-school Program (ages 0-5)
School Site Council (SSC)
The school believes that the parents and guardians can support the learning environment of the school and their students by:
Monitoring student attendance
Monitoring completion of student homework
Monitoring and regulating television viewing
Participating in the decision making process in school organizations and committees
Planning and participating in activities at home that support classroom learning
Volunteering in the classroom
Parents and community members who wish to become a part of the school community and participate are encouraged to contact the school's office.

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. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. 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 Plan is communicated to both students and staff on a regular basis. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on campus on a regular basis. Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before, during, and after school. The playground is safe for all students. All gate entrances are locked during the school day to prevent unauthorized access. 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	8.68	8.01	7.90
Expulsions Rate	0.00	0.00	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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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	25	24	25				3	3	3			
1	26	27	24			1	3	3	4			
2	25	26	25			1	3	2	4			
3	25	28	31	1			2	3	2			
4	28	27	33				2	3	1			1
5	25	34	21			2	2	2	1		1	2
6	31	32	21			1	2	1	2		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	19		22	4		1	1					
Math	22	26	35	3			4	1				1
Science	22			2			2					
SS	22			2			2					

* 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)	0.75
Psychologist	0.5
Social Worker	0.08
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.8
Other	1.8
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.

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. Professional development is critical to the success of our school. Teachers have been trained last year and this year on the common core state standards through West Ed. There has been follow-up coaching with West Ed to ensure that best practices have been implemented and teachers are teaching the common core to the best of their ability. In addition, almost all of our staff have had 6 days of Equity and Access training through University of the Pacific. There has also been the opportunity to have coaching to ensure that this program has been faithfully implemented. Twelve of our teachers at our site have been trained with GLAD - Guided Language Acquisition by Design. Because of our dual immersion program and our high percentage of English Learners site wide we feel this program is critical to our success. We continue to review these strategies through our summer trainings and monthly staff meetings. Our dual immersion teachers have had the opportunity to go to either CABE - California Association of Bilingual Education or a Two-Way Conference devoted to the dual immersion program in the summer for 3 days. Teachers are supported through our language arts and math coaches who are at our site two days a week. Our Leadership Team has also been trained by Solution Tree so that our Professional Learning Community work is faithful and effective and is moving our staff in the right direction. In addition, we have received training from the San Joaquin County Multilingual Office to strengthen our program for our English learners. Administration strives to get into at least five classrooms a day to give feedback to ensure that we are moving in a positive direction with the common core and other important initiatives.

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9258.14	3013.81	6244.33	62305.53
District	♦	♦	4983.64	$61,632
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			25.3	1.8
Percent Difference: School Site/ State			33.1	-11.9

* 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.