

Roosevelt Elementary

776 South Broadway Ave • Stockton, CA 95205 • (209) 933-7275 • Grades K-8
Charlene Clark-Mah, 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
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District Governing Board

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

District Administration

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

Mission Statement:

Through collaboration all Roosevelt teachers, staff, and parents ensure that students will master each grade level's essential objectives through the rigor of direct interactive instruction, data-based decision making, and reflection. Through clear expectations and communication an atmosphere of accountability is created which will be evidenced by students, parents, and teachers actively engaged in learning.

Vision Statement:

Our vision is to create a high performing Pre-K through 8th grade school that promotes our students to become lifelong learners who contribute to their community.

School Description:

Roosevelt Elementary School is one of the oldest schools in the city of Stockton. The school was constructed in 1921 and opened for its students in the fall of 1923. Roosevelt has continued with its diverse population of English language learners, migrant families, students with special needs, and long time established community. In 2014-2015, Roosevelt enrolled 485 students of which 207 were identified as English Learners.

Roosevelt Elementary received the School Improvement Grant (SIG) in 2012 and has continued to climb in its achievement in both Mathematics and English Language Arts. The grant has provided all students with additional instructional minutes, guaranteed weekly collaboration time for teachers, coaches, and administration, professional development in the instructional delivery of common core, assessments, and (Response to Intervention (RTI). In addition, the grant provides 30 Saturdays for a four hour enrichment program available to all Roosevelt students. Additional personnel, technology, materials and resources, anti-bullying program, and research based academic parent teacher team meetings (APTT), and Individual Student/Parent meetings all derive from SIG. Parents also benefit directly with educational classes provided through the parent liaison. The grant is implemented for a three year period with an extension for a fourth year (2015-16)..

The culture of Roosevelt Elementary is clearly established as a professional learning community (PLC). Our staff assists students in making responsible choices to maximize the possibilities for their futures. We are solution-oriented to the struggles that some students must overcome. We maintain high expectations for student performance. Students are encouraged to be creative, insightful, remain on task and put their best work effort forward.

School personnel act as advocates for the students. Students in need of additional support are identified through data analysis. Needs are addressed through Response to Intervention (RTI), a tiered structure of support. Support may include strategic planning, platooning, after-school tutorials, extended school year programs, school-home partnerships, Student Assistance Program (SAP), Student Success Team (SST), counseling, partnerships with outside agencies, and special education. Over half of our staff is bilingual; working to bring English language learners to full functioning fluency and literacy, necessary for career and continuing educational opportunities. The staff guides students as they gain confidence and skills through self-actualization; encouraging students toward ever-increasing goals, and respecting the promise of who they are.

As principal of Roosevelt Elementary School, I believe that success is a function of collaboration; organizing and implementing avenues toward positive change, setting goals that are specific, measurable, achievable, realistic and time-bound. All stakeholders are integral to this process: students, parents, staff and the community. It is certain that TOGETHER we can make a difference.

Charlene Mah, 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) 933-7275 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	40
Grade 1	33
Grade 2	36
Grade 3	60
Grade 4	64
Grade 5	70
Grade 6	69
Grade 7	61
Grade 8	52
Total Enrollment	485

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	1.9
Asian	6
Hispanic or Latino	76.3
White	5.8
Two or More Races	1
Socioeconomically Disadvantaged	91.5
English Learners	42.7
Students with Disabilities	11.1

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			
Roosevelt Elementary	13-14	14-15	15-16
With Full Credential	21	20	28
Without Full Credential	0	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			
Roosevelt Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	3	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	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	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)

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR).

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.

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.

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: 6/17/2015				
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 2: rips on carpet. rm 4: holes in walls,lights,ceiling tile damage. rm 6: ceiling tile damage rm 9: ceiling tile damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		rm 4: holes in walls,lights,ceiling tile damage.
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

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	15	23	44
Math	11	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	21	23	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	28.80	16.70	3.00
7	21.50	9.20	7.70

* 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	29
All Student at the School	17
Male	18
Female	16
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	15
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
All Students	3	63	61	96.8	57	25	16	2
	4	65	65	100.0	75	12	8	0
	5	71	66	93.0	65	12	17	5
	6	70	66	94.3	61	30	8	2
	7	65	61	93.8	48	36	15	0
	8	56	56	100.0	46	23	21	2
Male	3	63	31	49.2	65	23	10	3
	4	65	29	44.6	90	3	3	0
	5	71	33	46.5	82	6	9	3
	6	70	35	50.0	66	31	3	0
	7	65	34	52.3	59	35	6	0
	8	56	31	55.4	55	19	19	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
Female	3	63	30	47.6	50	27	23	0
	4	65	36	55.4	64	19	11	0
	5	71	33	46.5	48	18	24	6
	6	70	31	44.3	55	29	13	3
	7	65	27	41.5	33	37	26	0
	8	56	25	44.6	36	28	24	4
Black or African American	3	63	1	1.6	--	--	--	--
	4	65	8	12.3	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	7	10.0	--	--	--	--
	7	65	6	9.2	--	--	--	--
	8	56	5	8.9	--	--	--	--
American Indian or Alaska Native	4	65	2	3.1	--	--	--	--
	5	71	0	0.0	--	--	--	--
	6	70	2	2.9	--	--	--	--
	7	65	2	3.1	--	--	--	--
Asian	3	63	2	3.2	--	--	--	--
	4	65	5	7.7	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	5	7.1	--	--	--	--
	7	65	4	6.2	--	--	--	--
	8	56	3	5.4	--	--	--	--
Hispanic or Latino	3	63	51	81.0	53	27	20	0
	4	65	47	72.3	74	11	9	0
	5	71	53	74.6	70	11	11	6
	6	70	49	70.0	51	39	8	2
	7	65	46	70.8	48	35	15	0
	8	56	43	76.8	42	28	19	2
White	3	63	4	6.3	--	--	--	--
	4	65	3	4.6	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	3	4.3	--	--	--	--
	7	65	3	4.6	--	--	--	--
	8	56	5	8.9	--	--	--	--
Two or More Races	3	63	3	4.8	--	--	--	--
	5	71	1	1.4	--	--	--	--
	7	65	0	0.0	--	--	--	--

**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
Socioeconomically Disadvantaged	3	63	56	88.9	57	25	16	2
	4	65	60	92.3	78	12	7	0
	5	71	57	80.3	67	12	16	5
	6	70	65	92.9	60	31	8	2
	7	65	55	84.6	49	35	15	0
	8	56	50	89.3	50	22	22	2
Students with Disabilities	3	63	9	14.3	--	--	--	--
	4	65	5	7.7	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	10	14.3	--	--	--	--
	7	65	9	13.8	--	--	--	--
	8	56	5	8.9	--	--	--	--
Students Receiving Migrant Education Services	3	63	1	1.6	--	--	--	--
	4	65	1	1.5	--	--	--	--
	5	71	3	4.2	--	--	--	--
	6	70	1	1.4	--	--	--	--
	7	65	3	4.6	--	--	--	--
	8	56	3	5.4	--	--	--	--
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	63	63	100.0	54	22	19	5
	4	65	64	98.5	64	31	3	0
	5	71	67	94.4	73	10	9	3
	6	70	70	100.0	61	27	7	1
	7	65	63	96.9	67	25	8	0
	8	56	56	100.0	64	20	11	4
Male	3	63	32	50.8	66	16	16	3
	4	65	28	43.1	68	25	4	0
	5	71	34	47.9	68	15	9	3
	6	70	37	52.9	68	24	5	0
	7	65	36	55.4	72	22	6	0
	8	56	31	55.4	71	19	6	3
Female	3	63	31	49.2	42	29	23	6
	4	65	36	55.4	61	36	3	0
	5	71	33	46.5	79	6	9	3
	6	70	33	47.1	55	30	9	3
	7	65	27	41.5	59	30	11	0
	8	56	25	44.6	56	20	16	4
Black or African American	3	63	1	1.6	--	--	--	--
	4	65	8	12.3	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	7	10.0	--	--	--	--
	7	65	5	7.7	--	--	--	--
	8	56	5	8.9	--	--	--	--
American Indian or Alaska Native	4	65	2	3.1	--	--	--	--
	5	71	0	0.0	--	--	--	--
	6	70	2	2.9	--	--	--	--
	7	65	2	3.1	--	--	--	--
Asian	3	63	2	3.2	--	--	--	--
	4	65	5	7.7	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	5	7.1	--	--	--	--
	7	65	5	7.7	--	--	--	--
	8	56	3	5.4	--	--	--	--

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
Hispanic or Latino	3	63	53	84.1	51	25	21	4
	4	65	46	70.8	63	30	4	0
	5	71	54	76.1	74	9	7	4
	6	70	53	75.7	57	30	9	2
	7	65	48	73.8	69	21	10	0
	8	56	43	76.8	63	21	9	5
White	3	63	4	6.3	--	--	--	--
	4	65	3	4.6	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	3	4.3	--	--	--	--
	7	65	3	4.6	--	--	--	--
	8	56	5	8.9	--	--	--	--
Two or More Races	3	63	3	4.8	--	--	--	--
	5	71	1	1.4	--	--	--	--
	7	65	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3	63	58	92.1	55	21	19	5
	4	65	59	90.8	64	31	3	0
	5	71	58	81.7	76	7	9	3
	6	70	67	95.7	63	28	7	1
	7	65	54	83.1	65	28	7	0
	8	56	50	89.3	64	18	12	4
Students with Disabilities	3	63	9	14.3	--	--	--	--
	4	65	5	7.7	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	70	10	14.3	--	--	--	--
	7	65	8	12.3	--	--	--	--
	8	56	5	8.9	--	--	--	--
Students Receiving Migrant Education Services	3	63	2	3.2	--	--	--	--
	4	65	1	1.5	--	--	--	--
	5	71	3	4.2	--	--	--	--
	6	70	3	4.3	--	--	--	--
	7	65	3	4.6	--	--	--	--
	8	56	3	5.4	--	--	--	--

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
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. 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. Our contacts for parent involvement include: Heidi Prieto (School Counselor), Silvia Manzo-Garcia (Parent Liaison), and Kris Garcia (Social Worker). The following are a list of resources/activities provided for parent involvement:

- Academic Parent Teacher Team Conferences
- After School Programs
- Counseling services
- English Classes for Parents
- English Language Parent Advisory Committee (ELPAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- Individual Parent/Student/Teacher Meetings
- MESA
- Parent Advisory Committee (PAC)
- Parent Resource Center
- Parent Student Teacher Association (PTSA)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)

Roosevelt 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
- Participating in Academic Parent Teacher Team meetings and Individual Parent/Student/Teacher meetings
- Planning and participating in activities at home that support classroom learning

Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office and request one of the above mentioned contacts.

Our school office number is (209) 933-7275.

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 school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. 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	14.02	14.77	18.48
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	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	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	14	15	2	4	3			1			
1	31	32	25			1	2	1				1
2	29	30	26			1	2	2				1
3	31	23	22		2	1	2	2	3			
4	32	28	24			2	2	2	2			
5	33	21	24		2	2		2		1		2
6	33	16	15		3	4		2	2	2		
Other	14	20		1	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	26		13			5	17					
Math	24		50	1			12					2
Science	22			1			1					
SS	22			1			4					

* 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)	1
Psychologist	0.33
Social Worker	0.08
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.

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 assessments 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 took place in the summer of 2014. Additionally, onsite coaching is provided.

A detailed plan of professional development took place and can be viewed in "Attachments" under the title of: 30-60-90 Day Plan.

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

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

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8486.8	4169.31	4317.49	57892.5
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-13.4	-5.4
Percent Difference: School Site/ State			-7.9	-18.1

* Cells with ◆ do not require data.

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

◆ no data required.