



San Joaquin Elementary

2020 South Fresno Ave. • Stockton, CA 95206 • (209) 933-7280 • Grades K-8

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<http://sjes-susd-ca.schoolloop.com/>

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



Stockton Unified School District

701 North Madison St.
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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

School Description

San Joaquin educators, support staff and administrators are committed to ensuring that teaching excellence, and student learning are assigned the highest priority, while at the same time maintaining a safe, secure and efficiently managed educational environment. As part of San Joaquin’s professional learning community, adults work collaboratively to acquire deeper knowledge about research proven instructional practices, analyze and act upon pupil assessment data, and make decisions which positively impact student learning.

Our expectation at San Joaquin Elementary school is that every student will demonstrate exponential academic growth and meet or exceed grade level standards. Teachers collaboratively plan instruction which is tailored to students’ diverse learning styles and present levels of performance. In this way, teachers are able to connect with pupils in the way they best learn. San Joaquin affords students the opportunity to explore learning through a variety of lens. Technology, art, music, science, hands-on-learning, library, health, physical fitness, informational assemblies, educational field trips, and leadership opportunities are several means by which students receive instruction which enhances the English/Language Arts and Mathematics curricula.

San Joaquin’s 2015/2016 goals are as follows:

- 1) Every student meets his/her Measures of Academic Progress (MAP) and CELDT (California English Language Development Test) growth targets.
- 2) Each 3rd-8th grade student meets grade level proficiency standards, as measured by the 2016 SBAC (Smarter Balanced Assessment Consortium) exam.
- 3) Collective commitment to student achievement through engagement in San Joaquin’s professional learning community.
- 4) Data analysis which leads to improvements in instructional delivery.
- 5) AVID learning environment in K-8.
- 6) Enhanced professional development opportunities for teaching professionals.
- 7) Provide incentives to improve student academic and behavioral outcomes.
- 8) Increase opportunities for parents to be involved in their children's education at San Joaquin Elementary School.

Our commitment to San Joaquin students and their families is to “grow” motivated, inquisitive, creative scholars who impact our global community.

MISSION STATEMENT: The purpose of San Joaquin Elementary School is to provide a professional learning community where high expectations and rigorous learning opportunities prepare all students to meet or exceed grade level standards, as well as meet the future demands of the 21st Century global community.

VISION STATEMENT: San Joaquin Elementary School shall promote a college and career centered learning environment where academic excellence, character development, leadership and service to the community are defining elements of the educational program.

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) 933-7280 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	95
Grade 2	90
Grade 3	98
Grade 4	101
Grade 5	102
Grade 6	97
Grade 7	101
Grade 8	100
Total Enrollment	869

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.6
American Indian or Alaska Native	1.8
Asian	4
Filipino	14.5
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	0.6
White	3
Two or More Races	2.2
Socioeconomically Disadvantaged	83.1
English Learners	26.4
Students with Disabilities	7
Foster Youth	0.2

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			
San Joaquin Elementary	13-14	14-15	15-16
With Full Credential	33	31	31
Without Full Credential	0	0	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			
San Joaquin Elementary	13-14	14-15	15-16
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	0	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	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)

San Joaquin Elementary School was dedicated in August, 1999. The condition of the buildings at San Joaquin Elementary School is good.

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. Administrators work daily with the custodial staff to develop cleaning schedules to ensure a safe as well as immaculate campus.

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: 6/26/15				
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	Multipurpose/kitchen: floors tile damage. EE 4: water stains on ceiling tile. A 9: water stains on ceiling tile. B2: floors tile damage.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the 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	29	23	44
Math	23	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	33	50	39	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	20.00	14.00	2.00
7	20.40	23.50	24.50

* 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	39
Male	40
Female	38
Black or African American	23
American Indian or Alaska Native	--
Asian	--
Filipino	76
Hispanic or Latino	33
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	0
English Learners	6
Students with Disabilities	37
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	97	96	99.0	31	41	23	5
	4	103	103	100.0	62	23	8	6
	5	101	100	99.0	56	22	14	8
	6	100	100	100.0	38	29	31	2
	7	101	98	97.0	32	36	30	3
	8	102	98	96.1	26	31	40	4
Male	3	97	48	49.5	31	48	17	4
	4	103	45	43.7	69	13	11	4
	5	101	48	47.5	67	13	10	10
	6	100	48	48.0	48	33	17	2
	7	101	50	49.5	40	32	24	4
	8	102	52	51.0	35	27	37	2

**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	97	48	49.5	31	33	29	6
	4	103	58	56.3	57	31	5	7
	5	101	52	51.5	46	31	17	6
	6	100	52	52.0	29	25	44	2
	7	101	48	47.5	23	40	35	2
	8	102	46	45.1	15	35	43	7
Black or African American	3	97	8	8.2	--	--	--	--
	4	103	20	19.4	65	20	5	5
	5	101	13	12.9	77	8	15	0
	6	100	15	15.0	67	20	13	0
	7	101	12	11.9	50	17	33	0
	8	102	19	18.6	32	42	26	0
American Indian or Alaska Native	3	97	2	2.1	--	--	--	--
	4	103	1	1.0	--	--	--	--
	5	101	2	2.0	--	--	--	--
	7	101	2	2.0	--	--	--	--
	8	102	1	1.0	--	--	--	--
Asian	3	97	6	6.2	--	--	--	--
	4	103	4	3.9	--	--	--	--
	5	101	5	5.0	--	--	--	--
	6	100	5	5.0	--	--	--	--
	7	101	8	7.9	--	--	--	--
	8	102	3	2.9	--	--	--	--
Filipino	3	97	18	18.6	6	28	56	11
	4	103	18	17.5	61	11	22	6
	5	101	15	14.9	13	20	27	40
	6	100	16	16.0	38	19	31	13
	7	101	15	14.9	20	40	33	7
	8	102	15	14.7	13	0	80	7
Hispanic or Latino	3	97	57	58.8	32	46	18	5
	4	103	54	52.4	63	30	4	4
	5	101	61	60.4	64	21	13	2
	6	100	63	63.0	30	35	35	0
	7	101	57	56.4	33	37	26	4
	8	102	51	50.0	22	35	37	6
Native Hawaiian or Pacific Islander	3	97	3	3.1	--	--	--	--
	8	102	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
White	3	97	1	1.0	--	--	--	--
	4	103	3	2.9	--	--	--	--
	5	101	3	3.0	--	--	--	--
	6	100	1	1.0	--	--	--	--
	7	101	3	3.0	--	--	--	--
	8	102	6	5.9	--	--	--	--
Two or More Races	3	97	1	1.0	--	--	--	--
	4	103	3	2.9	--	--	--	--
	5	101	1	1.0	--	--	--	--
	7	101	1	1.0	--	--	--	--
	8	102	2	2.0	--	--	--	--
Socioeconomically Disadvantaged	3	97	84	86.6	32	42	21	5
	4	103	86	83.5	62	24	7	6
	5	101	89	88.1	56	20	16	8
	6	100	85	85.0	40	25	33	2
	7	101	82	81.2	34	38	26	2
	8	102	86	84.3	24	33	38	5
Students with Disabilities	3	97	7	7.2	--	--	--	--
	4	103	10	9.7	--	--	--	--
	5	101	15	14.9	100	0	0	0
	6	100	6	6.0	--	--	--	--
	7	101	10	9.9	--	--	--	--
	8	102	11	10.8	82	0	18	0
Students Receiving Migrant Education Services	6	100	1	1.0	--	--	--	--
	7	101	1	1.0	--	--	--	--
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	97	96	99.0	29	31	28	11
	4	103	103	100.0	38	50	10	3
	5	101	101	100.0	55	35	3	7
	6	100	100	100.0	47	31	18	4
	7	101	99	98.0	41	38	14	6
	8	102	101	99.0	39	28	19	15
Male	3	97	48	49.5	23	33	27	17
	4	103	45	43.7	38	49	11	2
	5	101	49	48.5	61	24	6	8
	6	100	48	48.0	52	31	13	4
	7	101	51	50.5	41	37	12	10
	8	102	52	51.0	46	23	15	15
Female	3	97	48	49.5	35	29	29	6
	4	103	58	56.3	38	50	9	3
	5	101	52	51.5	50	44	0	6
	6	100	52	52.0	42	31	23	4
	7	101	48	47.5	42	40	17	2
	8	102	49	48.0	31	33	22	14
Black or African American	3	97	8	8.2	--	--	--	--
	4	103	20	19.4	45	45	10	0
	5	101	13	12.9	62	38	0	0
	6	100	15	15.0	67	20	13	0
	7	101	12	11.9	67	25	0	8
	8	102	19	18.6	58	32	11	0
American Indian or Alaska Native	3	97	2	2.1	--	--	--	--
	4	103	1	1.0	--	--	--	--
	5	101	2	2.0	--	--	--	--
	7	101	2	2.0	--	--	--	--
	8	102	1	1.0	--	--	--	--
Asian	3	97	6	6.2	--	--	--	--
	4	103	4	3.9	--	--	--	--
	5	101	5	5.0	--	--	--	--
	6	100	5	5.0	--	--	--	--
	7	101	8	7.9	--	--	--	--
	8	102	3	2.9	--	--	--	--

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
Filipino	3	97	18	18.6	6	22	56	17
	4	103	18	17.5	33	50	6	11
	5	101	15	14.9	7	53	7	33
	6	100	16	16.0	31	25	31	13
	7	101	15	14.9	27	40	20	13
	8	102	15	14.7	7	27	27	40
Hispanic or Latino	3	97	57	58.8	37	30	21	12
	4	103	54	52.4	37	54	7	2
	5	101	62	61.4	66	29	2	3
	6	100	63	63.0	46	33	17	3
	7	101	58	57.4	47	40	10	3
	8	102	54	52.9	37	30	19	15
Native Hawaiian or Pacific Islander	3	97	3	3.1	--	--	--	--
	8	102	1	1.0	--	--	--	--
White	3	97	1	1.0	--	--	--	--
	4	103	3	2.9	--	--	--	--
	5	101	3	3.0	--	--	--	--
	6	100	1	1.0	--	--	--	--
	7	101	3	3.0	--	--	--	--
	8	102	6	5.9	--	--	--	--
Two or More Races	3	97	1	1.0	--	--	--	--
	4	103	3	2.9	--	--	--	--
	5	101	1	1.0	--	--	--	--
	7	101	1	1.0	--	--	--	--
	8	102	2	2.0	--	--	--	--
Socioeconomically Disadvantaged	3	97	84	86.6	27	32	30	11
	4	103	86	83.5	36	50	10	3
	5	101	89	88.1	57	33	2	8
	6	100	85	85.0	46	32	20	2
	7	101	83	82.2	43	39	13	5
	8	102	89	87.3	37	26	21	16
Students with Disabilities	3	97	7	7.2	--	--	--	--
	4	103	10	9.7	--	--	--	--
	5	101	15	14.9	100	0	0	0
	6	100	6	6.0	--	--	--	--
	7	101	10	9.9	--	--	--	--
	8	102	11	10.8	64	18	9	9

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
Students Receiving Migrant Education Services	6	100	1	1.0	--	--	--	--
	7	101	1	1.0	--	--	--	--
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

Parents play a pivotal role in the academic success of their children. At San Joaquin School we encourage and welcome the support and participation of parents as we strive to advance each child to proficiency in reading, language arts, and mathematics. Each parent can support learning at San Joaquin School by:

- 1) Making sure that your child arrives at school every day on time and ready to learn.
- 2) Providing adequate rest and appropriate diet.
- 3) Checking homework and making sure it is in student's back pack and ready for the next day.
- 4) Ensuring that your child reads 20-30 minutes per day.
- 5) Drilling your child daily until he/she knows all grade-level-appropriate math facts.
- 6) Establishing rules at home which will carry over into the school setting.
- 7) Support the school in the establishment and implementation of discipline policies.

Parent Participation Opportunities at San Joaquin School:

- 1) Volunteering in your child's classroom when needed.
- 2) Attending parent/teacher conferences and Back-to-School Night
- 3) Attending monthly parent education meetings.
- 4) English Learner Advisory Committee
- 5) School Site Council
- 6) Parent Teachers Organization (PTO)
- 7) Assist with extracurricular activities.
- 8) Chaperone field trips.
- 9) Assist with coaching boys' or girls' basketball

All school volunteers must have fingerprint and TB clearance by Stockton Unified School District. Parents and community members are encouraged to contact the school office for more information about volunteering at San Joaquin School.

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

San Joaquin School places strong emphasis upon ensuring the safety of students and staff. The administration, campus security assistant, custodial team and staff continually monitor our school’s facilities to ensure compliance with all federal, state and district level health and safety guidelines. In the event of a facility or campus emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate students and staff as per San Joaquin’s Readiness and Emergency Management School Plan (REMS). Key elements of the plan include a list of REMS personnel and the responsibilities of each, emergency drill schedule, facilities inspection routines, school-wide emergency procedures, evacuation guidelines, and a schedule of REMS Table Talk preparedness exercises for staff. This plan was updated on July 1, 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.33	3.00	3.81
Expulsions Rate	0.00	0.00	0.10
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	2010-2011	2004-2005
Year in Program Improvement	Year 4	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	19	14	15	5	10	4			4			
1	31	21	22		3	3	3	3	3			
2	31	24	22		3	3	3	3	3			
3	32	24	24		3	3	3	3	1			2
4	31	21	23		3	3	3	2	3		1	
5	31	19	24		3	3	3	3	2			1
6	27	16	23	1	4	3	2	3	2	1		1
Other		12	9		1	2						

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	29		30	1			6		1			
Math	30						11					
Science	29						4					
SS	27			1			3					

* 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)	0.4
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.33
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.5
Other	1
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

2015/2016 Professional Development Focus is as follows:

- a) Common Core Standards Units of Study Implementation - Determined by teachers' need to be able to fully comprehend and implement new UOS.
- b) Development of Common Formative Assessments - Determined by teachers' need to develop common formative assessments in a collaborative format.
- c) AVID Implementation Strategies - Determined by teachers' unfamiliarity with AVID program components and implementation strategies.
- d) Process Writing - Determined by student assessment data (MAP, SBAC, and student writing samples.)
- e) Professional Learning Communities implementation - Determined by need to fully implement SUSD's PLC initiative.
- f) Analysis of Student Assessment Data - Teachers need to analyze pupil assessment data in order to adjust instructional practices to students' academic needs.

Ongoing teacher support is provided by:

- 1) On-site instructional coach
- 2) Professional Learning Communities collaboration meetings.
- 3) Data team meetings
- 4) Leadership team meetings
- 5) Professional development during after-school training sessions by instructional coach
- 6) Demonstration lessons by instructional coach.

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	4725.75	841.21	3884.54	62556.51
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-22.1	2.2
Percent Difference: School Site/ State			-17.2	-11.5

* Cells with ◆ do not require data.

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

◆ no data required.