



# Valentine Peyton Elementary

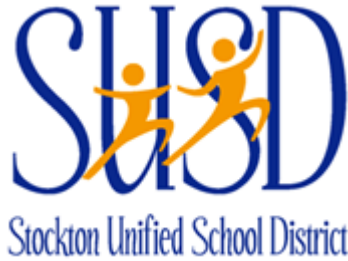
2525 Gold Brook Drive • Stockton, CA 95212 • (209) 933-7420 • Grades K-8

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<http://vpes-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.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://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**

#### **Mission Statement:**

Valentine Peyton School provides an instructional program that reflects high expectations for all students and focuses on mastery of the standards. By focusing on a rigorous and challenging curriculum, we aspire for our students to become literate, critical thinkers, effective communicators and life-long learners.

#### **School Profile:**

The focus of Peyton School is the social and academic success of our students. Our staff members believe in continuous improvement. We educate children with both enthusiasm and genuine concern for making a difference, not only on our campus, but in the world.

We are proud that our students have shown tremendous growth. Though this growth is definitely something to celebrate, it is only one of the celebrations of our great school. We believe that all students, families, staff and community members should feel welcome and know their importance. This atmosphere is critical to the emotional well-being of our students, which in turn, helps the students be academically successful. Innovative programs such as Dedication to Excellence, Renaissance, Student Leadership, Circle of Friends, and service projects provide opportunities for students and families to support our children as they grow as scholars and as citizens. Peyton School has also adopted an impoverished school in El Salitral, Mexico. School supplies for El Salitral are collected quarterly. Peyton School's students, staff, and families work as a team to encourage our children to excel academically and in character.

Evidence of academic growth can be seen not only in our MAP assessments, but also in reclassification rates of English Learners and CELDT scores. Student performance is monitored through careful analysis of student progress toward benchmarks at teacher academic conferences led by specialists and administrators, as well as student academic conferences. Specialists support teachers in the areas of Reading, English Language Development, Mathematics, Speech, Adaptive Physical Education, and Resource for Special Education students. Teacher professional growth is also highly regarded at Peyton School. Our teachers are actively involved in district committees, as well as other professional development activities, and are known for being leaders in education.

We have four special day classes on our campus, including two K-2 and two 3-5th grade Autism classes. These students enrich our campus and help all students to respect others, regardless of physical or learning challenges. Many of our students participate in the Circle of Friends social club, in which general education students are paired with students with special needs to encourage socialization and inclusion.

#### **School poem:**

There is nothing like a neighborhood school when it's working at its potential. Its power is breathtaking. Its potential is unlimited. It empowers the knowledge and wisdom of caring adults to motivate and encourage a lifetime of learning for all who enter its gates. It provides community, character, and refuge from what is broken outside its walls. It builds bridges to knowledge seekers and offers truth and cognitive stimulation to those it serves. It provides resources for those in need, opens its arms to the forgotten, and challenges each person to go beyond their experiences and imagination. It breaks the chains of ignorance, frees the hopeless, offers belonging to the marginalized of this world, and celebrates the empowerment of the success in learning and rigorous challenge. Whatever the capacity for human ignorance, the school community has a greater capacity for educating and promoting citizenship to change this city. This is what we do. This is who we are. This is Peyton School.

## 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) 933-7420 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	80
Grade 2	92
Grade 3	99
Grade 4	71
Grade 5	136
Grade 6	101
Grade 7	114
Grade 8	107
<b>Total Enrollment</b>	<b>919</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	1.7
Asian	22.9
Filipino	12.2
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	1.5
White	5.5
Two or More Races	3.5
Socioeconomically Disadvantaged	80.6
English Learners	18.3
Students with Disabilities	10.7
Foster Youth	0.8

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			
Valentine Peyton Elementary	13-14	14-15	15-16
With Full Credential	36	35	34
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			
Valentine Peyton Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

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

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

Peyton School opened a beautiful new campus in the Riverbend area in 2009. The school site has a kindergarten building with individual classroom restrooms and a separate playground and teacher workroom. There is a large two story classroom building, which houses first through eighth grade classes, as well as a staff lounge and workroom. Our resource building includes a library, a state of the art computer lab, a life skills special education classroom, the counseling office, and the resource classroom. The multipurpose building contains a full cooking kitchen, a Physical Education room and an indoor stage. The administration building has one special education classroom, a staff lounge, a conference room, and a large community room used for large gatherings and assemblies. Our preschool cottage has a separate and secure playground for the two classes on campus. The students enjoy a blacktop with many activities, a playground apparatus, and a large field area.

District maintenance staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to maintain efficient service and make sure emergency repairs are given the highest priority.

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 produce 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: 6/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			rm 9: loose baseboard.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			rm 14: outlet missing cover.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	37	23	44
Math	28	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	52	42	34	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	22.10	26.00	19.10
7	12.70	26.40	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	34
Male	35
Female	31
Black or African American	15
American Indian or Alaska Native	--
Asian	43
Filipino	48
Hispanic or Latino	29
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	5
English Learners	0
Students with Disabilities	29
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	101	98	97.0	36	31	19	14
	4	68	66	97.1	53	18	18	11
	5	140	132	94.3	44	19	30	8
	6	102	99	97.1	25	30	38	6
	7	99	96	97.0	26	33	29	11
	8	110	97	88.2	30	35	34	1
Male	3	101	60	59.4	40	30	18	12
	4	68	37	54.4	65	14	11	11
	5	140	83	59.3	49	16	30	5
	6	102	48	47.1	31	38	29	2
	7	99	41	41.4	22	29	37	12
	8	110	54	49.1	44	30	24	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
<b>Female</b>	<b>3</b>	101	38	37.6	29	32	21	18
	<b>4</b>	68	29	42.6	38	24	28	10
	<b>5</b>	140	49	35.0	35	24	29	12
	<b>6</b>	102	51	50.0	20	24	47	10
	<b>7</b>	99	55	55.6	29	36	24	11
	<b>8</b>	110	43	39.1	12	42	47	0
<b>Black or African American</b>	<b>3</b>	101	10	9.9	--	--	--	--
	<b>4</b>	68	11	16.2	64	18	9	9
	<b>5</b>	140	26	18.6	58	27	12	4
	<b>6</b>	102	14	13.7	21	57	14	7
	<b>7</b>	99	14	14.1	36	21	36	7
	<b>8</b>	110	18	16.4	44	28	28	0
<b>American Indian or Alaska Native</b>	<b>3</b>	101	2	2.0	--	--	--	--
	<b>4</b>	68	2	2.9	--	--	--	--
	<b>5</b>	140	3	2.1	--	--	--	--
	<b>7</b>	99	2	2.0	--	--	--	--
	<b>8</b>	110	1	0.9	--	--	--	--
<b>Asian</b>	<b>3</b>	101	30	29.7	40	30	17	13
	<b>4</b>	68	14	20.6	57	21	14	7
	<b>5</b>	140	30	21.4	33	13	50	3
	<b>6</b>	102	22	21.6	14	36	32	18
	<b>7</b>	99	19	19.2	21	26	42	11
	<b>8</b>	110	25	22.7	20	28	48	4
<b>Filipino</b>	<b>3</b>	101	14	13.9	14	29	36	21
	<b>4</b>	68	7	10.3	--	--	--	--
	<b>5</b>	140	16	11.4	19	19	44	19
	<b>6</b>	102	18	17.6	17	22	61	0
	<b>7</b>	99	14	14.1	21	43	14	21
	<b>8</b>	110	17	15.5	12	47	41	0
<b>Hispanic or Latino</b>	<b>3</b>	101	32	31.7	38	31	16	16
	<b>4</b>	68	25	36.8	52	20	24	4
	<b>5</b>	140	43	30.7	42	23	26	9
	<b>6</b>	102	35	34.3	31	23	43	3
	<b>7</b>	99	34	34.3	26	35	32	6
	<b>8</b>	110	28	25.5	43	39	18	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
Native Hawaiian or Pacific Islander	3	101	1	1.0	--	--	--	--
	5	140	1	0.7	--	--	--	--
	6	102	3	2.9	--	--	--	--
	7	99	2	2.0	--	--	--	--
	8	110	1	0.9	--	--	--	--
White	3	101	6	5.9	--	--	--	--
	4	68	6	8.8	--	--	--	--
	5	140	9	6.4	--	--	--	--
	6	102	7	6.9	--	--	--	--
	7	99	7	7.1	--	--	--	--
	8	110	5	4.5	--	--	--	--
Two or More Races	3	101	3	3.0	--	--	--	--
	4	68	1	1.5	--	--	--	--
	5	140	4	2.9	--	--	--	--
	7	99	4	4.0	--	--	--	--
	8	110	2	1.8	--	--	--	--
Socioeconomically Disadvantaged	3	101	73	72.3	37	34	18	11
	4	68	56	82.4	59	20	16	5
	5	140	106	75.7	48	18	29	5
	6	102	78	76.5	26	32	38	4
	7	99	71	71.7	28	32	28	11
	8	110	80	72.7	33	35	31	1
Students with Disabilities	3	101	7	6.9	--	--	--	--
	4	68	5	7.4	--	--	--	--
	5	140	17	12.1	100	0	0	0
	6	102	4	3.9	--	--	--	--
	7	99	5	5.1	--	--	--	--
	8	110	4	3.6	--	--	--	--
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
<b>All Students</b>	<b>3</b>	101	99	98.0	36	35	24	4
	<b>4</b>	68	66	97.1	47	26	18	9
	<b>5</b>	140	132	94.3	56	32	7	5
	<b>6</b>	102	99	97.1	36	22	28	13
	<b>7</b>	99	96	97.0	35	32	20	13
	<b>8</b>	110	97	88.2	44	25	18	13
<b>Male</b>	<b>3</b>	101	60	59.4	32	35	30	3
	<b>4</b>	68	37	54.4	57	22	11	11
	<b>5</b>	140	83	59.3	54	31	7	7
	<b>6</b>	102	48	47.1	40	21	29	10
	<b>7</b>	99	41	41.4	24	39	20	17
	<b>8</b>	110	54	49.1	52	19	15	15
<b>Female</b>	<b>3</b>	101	39	38.6	44	36	15	5
	<b>4</b>	68	29	42.6	34	31	28	7
	<b>5</b>	140	49	35.0	59	33	6	2
	<b>6</b>	102	51	50.0	33	24	27	16
	<b>7</b>	99	55	55.6	44	27	20	9
	<b>8</b>	110	43	39.1	35	33	21	12
<b>Black or African American</b>	<b>3</b>	101	10	9.9	--	--	--	--
	<b>4</b>	68	11	16.2	73	18	9	0
	<b>5</b>	140	26	18.6	81	15	0	4
	<b>6</b>	102	14	13.7	50	29	14	7
	<b>7</b>	99	14	14.1	36	50	7	7
	<b>8</b>	110	18	16.4	72	22	6	0
<b>American Indian or Alaska Native</b>	<b>3</b>	101	2	2.0	--	--	--	--
	<b>4</b>	68	2	2.9	--	--	--	--
	<b>5</b>	140	3	2.1	--	--	--	--
	<b>7</b>	99	2	2.0	--	--	--	--
	<b>8</b>	110	1	0.9	--	--	--	--
<b>Asian</b>	<b>3</b>	101	30	29.7	30	40	27	3
	<b>4</b>	68	14	20.6	57	21	14	7
	<b>5</b>	140	30	21.4	50	33	7	10
	<b>6</b>	102	22	21.6	32	14	32	23
	<b>7</b>	99	19	19.2	11	26	47	16
	<b>8</b>	110	25	22.7	28	20	32	20



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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Filipino</b>	<b>3</b>	101	14	13.9	14	43	36	7
	<b>4</b>	68	7	10.3	--	--	--	--
	<b>5</b>	140	16	11.4	19	69	0	13
	<b>6</b>	102	18	17.6	17	28	33	22
	<b>7</b>	99	14	14.1	29	36	14	21
	<b>8</b>	110	17	15.5	18	47	12	24
<b>Hispanic or Latino</b>	<b>3</b>	101	33	32.7	42	33	21	3
	<b>4</b>	68	25	36.8	40	24	32	4
	<b>5</b>	140	43	30.7	56	28	14	2
	<b>6</b>	102	35	34.3	40	20	34	6
	<b>7</b>	99	34	34.3	47	29	15	9
	<b>8</b>	110	28	25.5	64	7	21	7
<b>Native Hawaiian or Pacific Islander</b>	<b>3</b>	101	1	1.0	--	--	--	--
	<b>5</b>	140	1	0.7	--	--	--	--
	<b>6</b>	102	3	2.9	--	--	--	--
	<b>7</b>	99	2	2.0	--	--	--	--
	<b>8</b>	110	1	0.9	--	--	--	--
<b>White</b>	<b>3</b>	101	6	5.9	--	--	--	--
	<b>4</b>	68	6	8.8	--	--	--	--
	<b>5</b>	140	9	6.4	--	--	--	--
	<b>6</b>	102	7	6.9	--	--	--	--
	<b>7</b>	99	7	7.1	--	--	--	--
	<b>8</b>	110	5	4.5	--	--	--	--
<b>Two or More Races</b>	<b>3</b>	101	3	3.0	--	--	--	--
	<b>4</b>	68	1	1.5	--	--	--	--
	<b>5</b>	140	4	2.9	--	--	--	--
	<b>7</b>	99	4	4.0	--	--	--	--
	<b>8</b>	110	2	1.8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	101	74	73.3	38	38	23	1
	<b>4</b>	68	56	82.4	54	23	20	4
	<b>5</b>	140	106	75.7	59	30	6	5
	<b>6</b>	102	78	76.5	37	23	29	10
	<b>7</b>	99	71	71.7	39	31	18	11
	<b>8</b>	110	80	72.7	49	20	18	14

**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 with Disabilities	3	101	7	6.9	--	--	--	--
	4	68	5	7.4	--	--	--	--
	5	140	17	12.1	88	12	0	0
	6	102	4	3.9	--	--	--	--
	7	99	5	5.1	--	--	--	--
	8	110	4	3.6	--	--	--	--
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**

Peyton School recognizes the important role that parents and the community play in the success and education of their students. Peyton School has established partnerships with community businesses and organizations to increase parent participation. Peyton School offers several opportunities and programs to encourage parent involvement.

- After School Tutoring Programs
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- Second Cup of Coffee
- Parent Teacher Student Association (PTSA)
- Parent/Student Conferences
- Student Assistance Program
- School Site Council (SSC)
- iMom/All Pro Dad
- Parent Classroom Walks

Peyton 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 should call the school's office. We are very appreciative of our volunteers.

**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**

Peyton School places a strong emphasis on providing a safe environment for 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. Table tops, door handles, sinks, and toilets are cleaned daily to maintain a healthy environment. During each vacation break, a deep cleaning process occurs during the close of school. A site inspection checklist is completed quarterly by the head custodian and submitted to Risk Management, to ensure the site is safe and free from hazards. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Fire Drills are conducted with all staff and students on a monthly basis, with other emergency drills quarterly. In the event of a school emergency, the principal activates the Emergency Response Team, including notification of the appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district Readiness and Emergency Management for Schools (REMS) plan. Parents are contacted in a timely manner through a voice message system to inform them of any important safety announcement.

Every effort is made to ensure students are monitored while on campus throughout the school day. The campus is locked and secure during school hours. All visitors must sign in at the office, receive proper authorization to be on campus, and must display their passes at all times. Peyton School is committed in assuring that our playgrounds are safe for all students. We have a full time Campus Safety Assistant and four part time noon duty supervisors, as well as a full time Assistant Principal, to provide supervision before school, at recesses, and after school. Teachers also provide additional supervision during recesses and after school dismissal.

Peyton School has a strong Positive Behavior Intervention Support (PBIS) in place to support student knowledge of the expectations of every environment in the school. Student behavior is reinforced by a consistent incentive plan, as well as consequences when needed.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.81	9.47	13.66
Expulsions Rate	0.00	0.10	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

SOURCE: California Department of Education

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	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	20	19	19	3	5	7	2		11			
1	33	31	23			4	1	3	11	2		
2	32	31	29			1	2	3	14			
3	31	32	21			5	4	2	7			3
4	33	29	32		1		1	1	5	2	2	1
5	31	28	26		1	5	3	2	8		1	6
6	29	31	28	1		3		1	9	3	2	5
Other	11	8		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	25	20	23	3	1		4		1	1		
Math	32	37	39				4			2	2	1
Science	32						3			2		
SS	29			1			3			1		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

**Professional Development provided for Teachers**

Teachers meet for three hours per month outside of their contractual time to collaborate and plan their instruction to support the student's learning of the Common Core Math and ELA standards. The teachers administer MAP assessments three times per year and use the data to monitor student progress, as well as guide instruction. This collaboration and planning is supported by mentoring and lesson design support from the site content area coaches.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	1
Social Worker	0.08
Nurse	0.8
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1.6
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**SOURCE: California Department of Education**

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (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	5396.28	1632.51	3763.77	62744.38
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-24.5	2.5
Percent Difference: School Site/ State			-19.7	-11.3

\* Cells with ◆ do not require data.

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

◆ no data required.