

August Elementary

2101 Sutro Ave. • Stockton, CA 95205 • (209) 933-7160 • Grades K-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Stockton Unified School District

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District Governing Board

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

District Administration

Eliseo Dávalos, Ph.D.
Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

August School Mission Statement

The mission of August School is to inspire in all students a love for learning and to help them engage in critical thinking. Together we celebrate cultural and social diversity. August staff partners with students, parents, and community to achieve educational success.

August School Vision Statement

The August School community advocates for our students and their education as we prepare them to become academically successful, life-long learners. Students work collaboratively and think critically to solve real world problems that include the use of 21st Century technology. August Tigers value being responsible, organized, appreciative, and respectful.

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 and 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 principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 111 |
| Grade 1 | 62 |
| Grade 2 | 75 |
| Grade 3 | 88 |
| Grade 4 | 69 |
| Grade 5 | 64 |
| Grade 6 | 81 |
| Grade 7 | 63 |
| Grade 8 | 63 |
| Total Enrollment | 676 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 3.3 |
| American Indian or Alaska Native | 2.2 |
| Asian | 4.1 |
| Filipino | 0.7 |
| Hispanic or Latino | 80.9 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 6.4 |
| Two or More Races | 2.2 |
| Socioeconomically Disadvantaged | 94.8 |
| English Learners | 51 |
| Students with Disabilities | 8.9 |
| Foster Youth | 1.3 |

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 | | | |
|---|-------|-------|-------|
| August Elementary | 14-15 | 15-16 | 16-17 |
| With Full Credential | 29 | 30 | 28 |
| Without Full Credential | 0 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 1 |
| Stockton Unified School District | | | |
| With Full Credential | 14-15 | 15-16 | 16-17 |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| August Elementary | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 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 | 94.0 | 6.0 |
| High-Poverty Schools | 94.0 | 6.0 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 16, 2016 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Science | <p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| History-Social Science | <p>K-5 Scott Foresman Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

Age of buildings:

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: 6/10/2016 | | | | |
| 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 | Boys R/R by Rm-9& M/P room: paint entrance door, replace crack tile-baseboard by west wall Girls R/R by 9A & M/P room: paint entrance door, replace crack tile- holes by west wall, ceiling hair line cracks P-10: paint hand rails, entrance door, ripe carpet seams, ceiling tiles stains P-44: paint entrance door, stain ceiling tiles rm-21: loose ceiling tile rm32: paint entrance door, paint cabinets, loose ceiling tiles |
| 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 | | Boys R/R by Rm-9& M/P room: paint entrance door, replace crack tile-baseboard by west wall Girls R/R by 9A & M/P room: paint entrance door, replace crack tile- holes by west wall, ceiling hair line cracks P-10: paint hand rails, entrance door, ripe carpet seams, ceiling tiles stains |
| 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 23 | 19 | 24 | 25 | 44 | 48 |
| Math | 21 | 21 | 18 | 21 | 34 | 36 |

* 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.

| 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 | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 22 | 26 | 28 | 31 | 29 | 30 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 25.8 | 21.2 | 27.3 |
| 7 | 20.3 | 26.6 | 20.3 |

* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 133 | 132 | 99.3 | 28.0 |
| Male | 65 | 64 | 98.5 | 26.6 |
| Female | 68 | 68 | 100.0 | 29.4 |
| Hispanic or Latino | 110 | 109 | 99.1 | 27.5 |
| Socioeconomically Disadvantaged | 101 | 100 | 99.0 | 22.0 |
| English Learners | 36 | 36 | 100.0 | 5.6 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 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 Met or Exceeded |
| All Students | 3 | 98 | 96 | 98.0 | 17.7 |
| | 4 | 71 | 70 | 98.6 | 20.0 |
| | 5 | 66 | 66 | 100.0 | 13.6 |
| | 6 | 90 | 90 | 100.0 | 20.0 |
| | 7 | 68 | 67 | 98.5 | 12.1 |
| | 8 | 67 | 67 | 100.0 | 31.3 |
| Male | 3 | 50 | 49 | 98.0 | 16.3 |
| | 4 | 33 | 33 | 100.0 | 15.2 |
| | 5 | 35 | 35 | 100.0 | 5.7 |
| | 6 | 43 | 43 | 100.0 | 16.3 |
| | 7 | 31 | 30 | 96.8 | 3.3 |
| | 8 | 30 | 30 | 100.0 | 23.3 |
| Female | 3 | 48 | 47 | 97.9 | 19.1 |
| | 4 | 38 | 37 | 97.4 | 24.3 |
| | 5 | 31 | 31 | 100.0 | 22.6 |
| | 6 | 47 | 47 | 100.0 | 23.4 |
| | 7 | 37 | 37 | 100.0 | 19.4 |
| | 8 | 37 | 37 | 100.0 | 37.8 |
| Hispanic or Latino | 3 | 78 | 77 | 98.7 | 18.2 |
| | 4 | 61 | 60 | 98.4 | 16.7 |
| | 5 | 52 | 52 | 100.0 | 13.5 |
| | 6 | 74 | 74 | 100.0 | 17.6 |
| | 7 | 51 | 50 | 98.0 | 12.2 |
| | 8 | 58 | 58 | 100.0 | 31.0 |
| Socioeconomically Disadvantaged | 3 | 70 | 68 | 97.1 | 14.7 |
| | 4 | 54 | 53 | 98.2 | 20.8 |
| | 5 | 56 | 56 | 100.0 | 14.3 |
| | 6 | 62 | 62 | 100.0 | 21.0 |
| | 7 | 41 | 40 | 97.6 | 12.5 |
| | 8 | 45 | 45 | 100.0 | 28.9 |
| English Learners | 3 | 49 | 48 | 98.0 | 2.1 |
| | 4 | 32 | 32 | 100.0 | 6.3 |
| | 5 | 23 | 23 | 100.0 | |
| | 6 | 27 | 27 | 100.0 | |
| | 7 | 17 | 16 | 94.1 | 6.3 |
| | 8 | 13 | 13 | 100.0 | |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated

in the test whether they received a score or not; 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 only students who received scores.

| School Year 2015-16 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 Met or Exceeded |
| All Students | 3 | 98 | 96 | 98.0 | 35.4 |
| | 4 | 71 | 70 | 98.6 | 25.7 |
| | 5 | 66 | 66 | 100.0 | 7.6 |
| | 6 | 90 | 90 | 100.0 | 13.3 |
| | 7 | 68 | 67 | 98.5 | 13.4 |
| | 8 | 68 | 67 | 98.5 | 13.4 |
| Male | 3 | 50 | 49 | 98.0 | 32.6 |
| | 4 | 33 | 33 | 100.0 | 30.3 |
| | 5 | 35 | 35 | 100.0 | 2.9 |
| | 6 | 43 | 43 | 100.0 | 7.0 |
| | 7 | 31 | 30 | 96.8 | 13.3 |
| | 8 | 31 | 30 | 96.8 | 13.3 |
| Female | 3 | 48 | 47 | 97.9 | 38.3 |
| | 4 | 38 | 37 | 97.4 | 21.6 |
| | 5 | 31 | 31 | 100.0 | 12.9 |
| | 6 | 47 | 47 | 100.0 | 19.1 |
| | 7 | 37 | 37 | 100.0 | 13.5 |
| | 8 | 37 | 37 | 100.0 | 13.5 |
| Hispanic or Latino | 3 | 78 | 77 | 98.7 | 36.4 |
| | 4 | 61 | 60 | 98.4 | 26.7 |
| | 5 | 52 | 52 | 100.0 | 9.6 |
| | 6 | 74 | 74 | 100.0 | 13.5 |
| | 7 | 51 | 50 | 98.0 | 10.0 |
| | 8 | 51 | 50 | 98.0 | 10.0 |
| Socioeconomically Disadvantaged | 3 | 70 | 68 | 97.1 | 30.9 |
| | 4 | 54 | 53 | 98.2 | 22.6 |
| | 5 | 56 | 56 | 100.0 | 5.4 |
| | 6 | 62 | 62 | 100.0 | 11.3 |
| | 7 | 41 | 40 | 97.6 | 17.5 |
| | 8 | 41 | 40 | 97.6 | 17.5 |
| English Learners | 3 | 49 | 48 | 98.0 | 18.8 |
| | 4 | 32 | 32 | 100.0 | 15.6 |
| | 5 | 23 | 23 | 100.0 | |
| | 6 | 27 | 27 | 100.0 | |
| | 7 | 17 | 16 | 94.1 | |
| | 8 | 17 | 16 | 94.1 | |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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.

Rosetta Stone parent classes

After School Programs

Counseling services when available

English Learners Parent Involvement Committee (ELPIC)

English Language Learner instruction and support (ELD)

Parent Resource Center/Resource Room

Parent/Student conferences when possible

Parent/Teacher organizations (PTO)

School Readiness Program (ages 0-5)

School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance

Monitoring completion of student homework

Monitoring and regulating television viewing/screen time

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. August School hosts ELAC meetings and parent coffee hours quarterly. We will also be looking for parents to join and be trained in the Plus Program. In addition, our new community assist will be helping parents through the fingerprinting process and will be offering several trainings throughout the year. These will include Rosetta Stone as well as other English as a Second Language classes. Other trainings will include accessing the Internet and creating email accounts to better effectively communicate with teachers. Parents and community members who wish to become a part of the school community and participate should call the school's Main at 209-933-7160.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during the 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. The campus security along with 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 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 8.0 | 9.2 | 9.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 10.1 | 9.4 | 9.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 50 | |
| Percent of Schools Currently in Program Improvement | 86.2 | |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.6 |
| Library Media Teacher (Librarian) | 0.04 |
| Library Media Services Staff (Paraprofessional) | 0.43 |
| Psychologist | 0.50 |
| Social Worker | 0.06 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist | 0.50 |
| Other | 2.0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0 |

* 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.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K | 20 | 17 | 23 | 5 | 6 | 0 | | | 3 | | | 0 |
| 1 | 30 | 25 | 30 | | | 0 | 3 | 6 | 2 | | | 0 |
| 2 | 28 | 29 | 23 | | | 0 | 5 | 5 | 3 | | | 0 |
| 3 | 32 | 24 | 28 | | 2 | 0 | 2 | | 3 | | 3 | 0 |
| 4 | 31 | 26 | 31 | | 1 | 0 | 4 | 3 | 2 | | | 0 |
| 5 | 26 | 27 | 31 | 1 | 1 | 0 | 2 | 4 | 2 | | | 0 |
| 6 | 33 | 29 | 27 | | 1 | 0 | 1 | 1 | 2 | 1 | 5 | 0 |
| Other | 8 | | | 1 | | | | | | | | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 18 | 21 | 21 | 2 | 1 | 1 | | 1 | 1 | | | |
| Mathematics | 29 | | | | | | 1 | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

* 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.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. Teachers receive professional development on mutually agreed upon topics on the first and third Tuesday of each month. This year the professional development will continue to focus on the PLC and Data Team models, AVID strategies, and Growth Mindset.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$42,226 | \$45,092 |
| Mid-Range Teacher Salary | \$64,239 | \$71,627 |
| Highest Teacher Salary | \$80,927 | \$93,288 |
| Average Principal Salary (ES) | \$107,767 | \$115,631 |
| Average Principal Salary (MS) | | \$120,915 |
| Average Principal Salary (HS) | \$115,639 | \$132,029 |
| Superintendent Salary | \$230,000 | \$249,537 |
| Percent of District Budget | | |
| Teacher Salaries | 34% | 37% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 6243.67 | 1424.69 | 4818.97 | 71408.51 |
| District | ♦ | ♦ | 6920.96 | \$65,674 |
| State | ♦ | ♦ | \$5,677 | \$75,837 |
| Percent Difference: School Site/District | | | -30.4 | -7.7 |
| Percent Difference: School Site/ State | | | -23.4 | -15.0 |

* Cells with ♦ do not require data.

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)
- School-wide AVID

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 and the county. 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.