



BULLDOG PRIDE

John C. Fremont Elementary

2021 E. Flora St. • Stockton, CA 95205 • (209) 933-7385 • Grades K-8

Joseph Martinez, Principal

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<http://www.stocktonusd.net/Fremont>

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**

Principal's Message

Fremont-Lopez Elementary School continues making progress toward higher levels of academic achievement. As an effective team, we constantly meet to collaborate with all of our stake holders in order "To Provide an Environment that Inspires and Supports Student Success, Parental Involvement, and Lifelong Learning." As Fremont-Lopez's leader, I will assist in creating a safe and positive environment conducive to personal and professional learning and growth. Engaged in hard work and committed to making educational success a reality for all, I will seek opportunities to provide and support students, staff, and parents in their quest for academic excellence.

We at Fremont-Lopez Elementary, believe in building a positive school culture that promotes relationship building between staff, students, and parents. We are committed and dedicated to work as an effective team in creating positive learning opportunities that make Fremont-Lopez Elementary School a high performing school that is challenging, fun, and stimulating for our students. The students involved in the Magnet Program perform twice a year with instruments, drama, and singing.

As we continue this journey together, I would like to recognize the many efforts of our teachers and support staffs, who consistently give their best to the children in our learning community. Teachers are receiving Professional Learning Community training by Solution Tree and are being provided Common Core Training by the school district in ELA AND MATH. Teachers continue to provide instruction using effective research based instructional program that uses Direct interactive Instruction. As a team we are making a difference in the lives of our children. We have implemented a shared leadership this year at Fremont involving our teacher leaders in each of our initiatives. I commend the staff for their persistent dedication, passion and hard work in assisting our children in their quest to achieve and succeed not only at school but also in their daily lives.

Fremont-Lopez Elementary will continue reaching out to parents and the community in order to create a true learning community, where parents are well-informed of their child's instruction and progress. Through our Back to School Night, Title 1 parent meeting, School Newsletters, Adult English as a Second Language (ESL) classes, English Learners Advisory Committee (ELPIC) meetings, School Site Council (SSC) meetings, monthly Parent Coffee Hour meetings, Parent/Teacher Organization (PTSA) and Connect-Ed phone message system, we are making every effort possible to fully integrate parents into our vision. Great things lie ahead for this deserving community of learners.

Joseph Martinez, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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	108
Grade 1	89
Grade 2	89
Grade 3	116
Grade 4	118
Grade 5	100
Grade 6	104
Grade 7	97
Grade 8	75
Total Enrollment	896

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	2
Asian	4
Filipino	0.6
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.6
White	6.9
Two or More Races	1.1
Socioeconomically Disadvantaged	85.9
English Learners	45.2
Students with Disabilities	8
Foster Youth	0.4

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			
John C. Fremont Elementary	14-15	15-16	16-17
With Full Credential	36	35	30
Without Full Credential	0	2	5
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John C. Fremont Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	1	1

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

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	87.5	12.5
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	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 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 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)

Fremont-Lopez Elementary has been in existence, since the 1950's. Through the use of Bond monies, there have been many projects completed on site to update and restructure classrooms and restrooms bringing the building up to code. The site has approximately 70 classrooms, and administration offices that are used on a daily basis. Two gyms, a cafeteria/multipurpose room, a library, and a computer lab are in existence and are updated and maintained regularly to meet State regulations. There are several bathrooms located in many areas of the campus and are used for students and staff. Three playground areas have been established to accommodate primary and intermediate children during the lunch and recess times. Stockton Intermediate Alternative School is located in the back of the school campus. Although the school is housed on Fremont's site it is separate and operates on its own.

Through a Healthy Start Grant a Fremont Parent Center was established to accommodate families and students with health care services. This center was created over a decade ago and is self-sustaining. The center is used to house our School Nurse, School Psychologist, Speech Therapist and other outside community partners who provide special services for our families.

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. Deep cleaning is planned throughout the year. Break time is used to provide the necessary deep cleaning that can only occur when students and teachers are absent from the site.

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. As we continue to have budget cuts from the State, the principal and assistant principal are always looking for more effective and efficient ways to ensure that the quality of cleaning is a priority for our site.

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: 6/22/2016				
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	girls south gym: paint walls, restroom exhaust fan cover-missing, replace some crack wall tiles, all exit / entrance doors-paint Multipurpose/ Kitchen: some ceiling tiles missing, all door frames-paint, Kitchen is getting re-model rm-102: walls-paint, ceiling tiles-stains and holes rm-26: paint west wall rm-35: replace floor tile-front entrance rm-42: paint north wall rm-48: walls-paint rm-52: plywood expose paint-north wall rm-64: ceiling tile stains, some are loose-repair
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	boys north gym: east exit door-paint, ceiling light fixtures, repair and rehang safety cable Boys R/R by 101A& by 60 wing corridor: entrance door repair and paint, exhaust fan does not operate, sink faucet cap-missing, 2-water jets not operating Girls R/R by 101A& by 60 wing corridor: exhaust fan not operating, GFI cover plate-missing-west wall, door closer-leaks fluid, sink one water jet does not operate girls south gym: paint walls, restroom exhaust fan cover-missing, replace some crack wall tiles, all exit / entrance doors-paint

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/22/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Boys R/R by 101A& by 60 wing corridor: entrance door repair and paint, exhaust fan does not operate, sink facuet cap-missing, 2-water jets not operating girls south gym: paint walls, restroom exhaust fan cover-missing, replace some crack wall tiles, all exit / entrance doors-paint
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			boys north gym: east exit door-paint, ceiling light fixtures, repair and rehang safety cable Boys R/R by 101A& by 60 wing corridor: entrance door repair and paint, exhaust fan does not operate, sink facuet cap-missing, 2-water jets not operating Girls R/R by 101A& by 60 wing corridor: exhaust fan not operating, GFI cover plate-missing-west wall, door closer-leaks fluid, sink one water jet does not operate girls south gym: paint walls, restroom exhaust fan cover-missing, replace some crack wall tiles, all exit / entrance doors-paint
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	9	12	24	25	44	48
Math	4	9	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	16	17	18	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	21.2	14.1	26.3
7	30.4	18.5	7.6

* 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	172	168	97.7	18.5
Male	84	82	97.6	14.6
Female	88	86	97.7	22.1
Hispanic or Latino	128	127	99.2	18.9
White	15	14	93.3	7.1
Socioeconomically Disadvantaged	128	124	96.9	21.0
English Learners	47	46	97.9	

* 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	123	117	95.1	12.8
	4	123	122	99.2	4.9
	5	102	100	98.0	12.0
	6	101	99	98.0	7.1
	7	97	89	91.8	16.9
	8	71	69	97.2	27.5
Male	3	68	63	92.7	11.1
	4	70	69	98.6	2.9
	5	50	49	98.0	8.2
	6	42	42	100.0	7.1
	7	53	47	88.7	12.8
	8	34	34	100.0	11.8
Female	3	55	54	98.2	14.8
	4	53	53	100.0	7.5
	5	52	51	98.1	15.7
	6	59	57	96.6	7.0
	7	44	42	95.5	21.4
	8	37	35	94.6	42.9
Hispanic or Latino	3	101	95	94.1	13.7
	4	105	105	100.0	5.7
	5	78	77	98.7	9.1
	6	92	90	97.8	5.6
	7	76	70	92.1	18.6
	8	51	50	98.0	28.0
White	7	11	9	81.8	22.2
Socioeconomically Disadvantaged	3	97	94	96.9	10.6
	4	93	92	98.9	2.2
	5	82	80	97.6	11.3
	6	70	69	98.6	2.9
	7	79	72	91.1	13.9
	8	47	45	95.7	28.9
English Learners	3	60	58	96.7	6.9
	4	42	42	100.0	
	5	30	29	96.7	
	6	43	42	97.7	
	7	34	31	91.2	
	8	17	16	94.1	

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	122	121	99.2	17.4
	4	123	122	99.2	13.9
	5	102	100	98.0	4.0
	6	101	100	99.0	2.0
	7	97	92	94.8	7.6
	8	97	92	94.8	7.6
Male	3	68	67	98.5	20.9
	4	70	69	98.6	18.8
	5	50	49	98.0	2.1
	6	42	42	100.0	4.8
	7	53	49	92.5	10.2
	8	53	49	92.5	10.2
Female	3	54	54	100.0	13.0
	4	53	53	100.0	7.5
	5	52	51	98.1	5.9
	6	59	58	98.3	
	7	44	43	97.7	4.7
	8	44	43	97.7	4.7
Hispanic or Latino	3	100	99	99.0	17.2
	4	105	105	100.0	15.2
	5	78	77	98.7	2.6
	6	92	91	98.9	2.2
	7	76	73	96.0	6.8
	8	76	73	96.0	6.8
White	7	11	9	81.8	22.2
	8	11	9	81.8	22.2
Socioeconomically Disadvantaged	3	96	95	99.0	15.8
	4	93	92	98.9	13.0
	5	82	80	97.6	3.8
	6	70	69	98.6	
	7	79	75	94.9	2.7
	8	79	75	94.9	2.7

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
English Learners	3	60	60	100.0	13.3
	4	42	42	100.0	2.4
	5	30	29	96.7	
	6	43	43	100.0	
	7	34	34	100.0	
	8	34	34	100.0	

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.

After School Programs

Rosetta Stone

Counseling services when available

English Language Advisory Committee (ELPIC)

English Language Learner Instruction and Support (ELD)

English as a Second Language for Adults (ESL)

Family Health Centers and programs when and where available

Parent Resource Center

Parent Coffee Hour

Parent/Student conferences when possible

Parent/Teacher Organizations (PTSA)

School Site Council (SSC)

University of the Pacific (student volunteers)

Parent Academy

Site Contact Personnel

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

Monitoring student attendance

Monitoring completion of student homework

Monitoring and regulating television viewing

Participating in the decision making process in school organizations and committees

Planning and participating in activities at home that support classroom learning

Volunteering in the classroom

Parents and community members who wish to become a part of the school community should call the school's office at (933-7385).

State Priority: School Climate

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

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

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. We complete a site review with the district Safety Inspection Checklist which occurs quarterly.

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 Readiness and Emergency Management for Schools (REMS) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

A safety team has been formed and meets three times a year. During the meetings the team analyzes safety data, plans table top discussions, discuss safety issues, address concerns and creates policies and procedures to provide a safer environment for our students and staff.

Every effort is made to ensure students are monitored while on campus throughout the school day. Our Campus Security Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The custodian inspects the grounds before the students come on campus. 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	22.3	18.3	21.9
Expulsions Rate	0.0	0.2	0.2
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	2008-2009	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
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.43
Psychologist	.50
Social Worker	.06
Nurse	.20
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.0
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	17	23	22	10	1	1		4	3			0
1	28	28	29			0	6	5	3			0
2	31	29	30			0	6	6	3			0
3	25	30	30			0	6	6	4			0
4	26	27	30	1		0	5	4	4			0
5	30	27	25		1	0	1	4	4	3		0
6	29	31	34			0	3	3	1		1	2
Other		30						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	32	32	32				1	1	1		1	1
Mathematics	24	31	31	2			4	1	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 for West Ed. , Turn Around Arts, Instructional coaches provide on going PD to teacher.

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

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

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/.

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 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7030.33	2656.59	4373.74	68435.83
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-36.8	-11.5
Percent Difference: School Site/ State			-29.5	-28.4

* Cells with ♦ do not require data.