

# Maxine Hong Kingston Elementary

6324 N. Alturas Ave. • Stockton, CA 95207 • (209) 933-7493 • Grades K-8

Silvia M. Martinez, Principal

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



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

### **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**

### **Principals Message**

At Maxine Hong Kingston School/Valenzuela Spanish Dual Immersion Program we strive daily to accomplish our goals: Increase Student Achievement, Provide a safe learning environment, and build a collaborative culture.

Our Programs include: Spanish Dual Immersion (K-3); Spanish Literacy (4th-8th), AVID, CHIEF, Orthopedic Handicap Program (4th-8th), STEP UP, Preschool, and NGSS.

**Our Mission:** We are committed to partnering with the community to provide rigorous instructional programs reflecting high expectations for all learners. We empower our students to become successful 21st century citizens and life-long learners.

**Vision:** We exhibit DRAGON PRIDE in everything we do - Positive, Responsible, Involved, Determined, and Excellence.

Silvia 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	106
Grade 1	98
Grade 2	91
Grade 3	86
Grade 4	102
Grade 5	95
Grade 6	92
Grade 7	85
Grade 8	87
<b>Total Enrollment</b>	<b>842</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.4
American Indian or Alaska Native	1.7
Asian	9.4
Filipino	3.4
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	1.1
White	5.5
Two or More Races	4.5
Socioeconomically Disadvantaged	68.8
English Learners	21.4
Students with Disabilities	10.3
Foster Youth	0.2

## 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			
Maxine Hong Kingston Elementary	14-15	15-16	16-17
With Full Credential	34	34	37
Without Full Credential	1	3	1
Teaching Outside Subject Area of Competence	0	0	1
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			
Maxine Hong Kingston	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
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.

### 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	96.1	3.9
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

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 16, 2016</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<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  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <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)

The physical plant was open for use in August 2006 and has been in use for the past four years. The adjacent magnet school (Valenzuela) merged with Maxine Hong Kingston School. This campus is a Preschool through 8th grade campus, serving approximately 1000 students within our zone boundaries. We are located within Zone H, which also serves three other local schools within our district.

Maxine Hong Kingston/Valenzuela School has 4 buildings in Magnet program, three main classroom buildings, a multipurpose room, a music room, a library, media center, and an administration building. Two Orthopedic-ally Handicapped (OH) classes are housed in the E Building. There are no portable classrooms or structures on site. There are three main playground areas, and access to the park for field activities.

In January 2009, a classroom in the C Building was renovated into a licensed preschool room. State Preschool was offered in the morning for students whose families qualified under income guidelines. In August 2013, the preschool room was moved to Room 1 in Magnet program building. Room 1 was also licensed as a preschool room.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. School Dude, the district's work order process, is used to ensure efficient service and that 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 regularly with the custodial staff to develop cleaning schedules to ensure a clean and safe school. During the breaks, custodial cleaning plans are scheduled between the Head Custodian and the Principal to ensure site priorities are addressed and maintained.

A security buzzer was installed in the front office to give access to authorized visitors through the front gate. The Photo-voltaic Project was completed in Fall of 2014.

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: 7/13/2016				
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			e-1: broken floor tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			boys and girls restrooms: missing light 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] 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	17	18	24	25	44	48
Math	16	17	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	26	26	25	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	11.3	15.5	21.6
7	23.8	10	31.2

\* 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	188	186	98.9	25.3
Male	90	90	100.0	23.3
Female	98	96	98.0	27.1
Black or African American	35	35	100.0	17.1
Asian	16	15	93.8	33.3
Hispanic or Latino	100	100	100.0	23.0
White	15	15	100.0	40.0
Socioeconomically Disadvantaged	112	111	99.1	22.5
English Learners	23	23	100.0	13.0

\* 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
<b>All Students</b>	<b>3</b>	85	84	98.8	15.5
	<b>4</b>	101	100	99.0	19.0
	<b>5</b>	99	99	100.0	16.2
	<b>6</b>	94	90	95.7	15.6
	<b>7</b>	84	82	97.6	19.5
	<b>8</b>	89	88	98.9	25.0
<b>Male</b>	<b>3</b>	36	36	100.0	13.9
	<b>4</b>	50	49	98.0	16.3
	<b>5</b>	52	52	100.0	13.5
	<b>6</b>	49	45	91.8	13.3
	<b>7</b>	44	43	97.7	13.9
	<b>8</b>	38	38	100.0	15.8
<b>Female</b>	<b>3</b>	49	48	98.0	16.7
	<b>4</b>	51	51	100.0	21.6
	<b>5</b>	47	47	100.0	19.1
	<b>6</b>	45	45	100.0	17.8
	<b>7</b>	40	39	97.5	25.6
	<b>8</b>	51	50	98.0	32.0
<b>Black or African American</b>	<b>4</b>	12	12	100.0	8.3
	<b>5</b>	17	17	100.0	11.8
	<b>6</b>	16	15	93.8	20.0
	<b>7</b>	21	20	95.2	5.0
	<b>8</b>	19	19	100.0	26.3
<b>Asian</b>	<b>4</b>	13	13	100.0	7.7
	<b>6</b>	11	11	100.0	9.1
<b>Hispanic or Latino</b>	<b>3</b>	49	48	98.0	12.5
	<b>4</b>	60	59	98.3	15.3
	<b>5</b>	54	54	100.0	9.3
	<b>6</b>	54	53	98.2	13.2
	<b>7</b>	48	48	100.0	16.7
	<b>8</b>	46	46	100.0	21.7
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	49	49	100.0	18.4
	<b>4</b>	55	54	98.2	13.0
	<b>5</b>	56	56	100.0	10.7
	<b>6</b>	46	46	100.0	10.9
	<b>7</b>	52	50	96.2	10.0
	<b>8</b>	56	56	100.0	19.6

**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
English Learners	3	21	20	95.2	10.0
	4	14	14	100.0	
	5	16	16	100.0	
	6	17	16	94.1	
	7	11	11	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	85	85	100.0	27.1
	4	101	101	100.0	22.0
	5	99	97	98.0	14.4
	6	94	92	97.9	8.7
	7	85	83	97.7	16.9
	8	85	83	97.7	16.9
Male	3	36	36	100.0	25.0
	4	50	50	100.0	24.5
	5	52	51	98.1	19.6
	6	49	47	95.9	12.8
	7	44	43	97.7	18.6
	8	44	43	97.7	18.6
Female	3	49	49	100.0	28.6
	4	51	51	100.0	19.6
	5	47	46	97.9	8.7
	6	45	45	100.0	4.4
	7	41	40	97.6	15.0
	8	41	40	97.6	15.0
Black or African American	4	12	12	100.0	16.7
	5	17	16	94.1	12.5
	6	16	16	100.0	
	7	21	20	95.2	5.0
	8	21	20	95.2	5.0

**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
Asian	4	13	13	100.0	7.7
	6	11	11	100.0	9.1
Hispanic or Latino	3	49	49	100.0	26.5
	4	60	60	100.0	20.3
	5	54	53	98.2	7.5
	6	54	54	100.0	7.4
	7	48	48	100.0	16.7
	8	48	48	100.0	16.7
Socioeconomically Disadvantaged	3	49	49	100.0	22.4
	4	55	55	100.0	13.0
	5	56	55	98.2	12.7
	6	46	46	100.0	8.7
	7	52	50	96.2	14.0
	8	52	50	96.2	14.0
English Learners	3	21	21	100.0	14.3
	4	14	14	100.0	14.3
	5	16	16	100.0	
	6	17	17	100.0	5.9
	7	11	11	100.0	9.1
	8	11	11	100.0	9.1

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)

Maxine Hong Kingston/Valenzuela Spanish Dual Immersion Program recognizes that parents and the community play an important role in the success and education of their students. Our school has established partnerships with community businesses and organizations to increase parent participation. We offer several opportunities and programs to encourage parent involvement.

- English Language Parent Involvement Committee (ELPIC)
- English Language Development (ELD) instruction and support
- Classroom Assemblies and Field Trips
- Preschool (AM and PM Sessions)
- Fundraisers through local agencies, businesses, and restaurants
- Site and District Academic Events and Parent Nights
- Migrant Program
- Parent Leadership Academy
- Parent Teacher Student Association (PTSA)
- School Events
- School Site Council (SSC)



Step Up/YMCA After School Program  
 Volunteer Work - Be a Mentor  
 Community Accountability Board in partnership with San Joaquin County Probation Department  
 Partnership with CWA & City of Stockton - Office of violence prevention and community management  
 Peace Keepers

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 communicating their academic and social goals for their students
- 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 at (209) 933-7493.

**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**

Maxine Hong Kingston 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. Site Inspection Checklists are completed quarterly by the Head Custodian and submitted to Risk Management to ensure the physical plant is safe and free from hazards. 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 Readiness and Emergency Management for Schools (REMS). A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was recently reviewed (September 2016) by school leadership, helps to provide a secure, peaceful and clean environment for the school community. The school's REMS Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills (fire drills, secure building drills, and earthquake drills) are conducted on a regular basis. In the event of an emergency or crisis, Parent Link message system and written communication will be used to contact and notify our families and community of the situation and provide updates as needed.

Every effort is made to ensure students are monitored while on campus throughout the school day. The School Safety Team is comprised of two Campus Safety Assistants (CSA), Noon Duty Supervisors, Teachers, support staff, and site administrators. Our School Safety Team provides ongoing supervision during the school day in the main common areas to ensure the campus is safe and orderly 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. To meet Megan's Law requirements, all volunteers have been fingerprinted and cleared by our district's Police Department and passed their TB test.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	17.3	14.3	11.2
Expulsions Rate	0.2	0.1	0.3
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	2009-2010	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)	0.04
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.50
Social Worker	0.10
Nurse	0.40
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.60
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	18	17		6	2	2		5	3			0
1	28	20			4	1	4	2	3			0
2	31	23			2	0	3	3	3			0
3	30	23			3	0	4	3	3			0
4	31	23			2	1	2	2	3		1	0
5	31	16			3	0	3	1	3		1	0
6	23	14		1	3	0	3	2	3			0
Other	33	21			1			1		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	22	8	8	1	2	2						
Mathematics												
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

The major areas of focus is all core areas, PLCs, data team development, PBIS, CHIEF, AVID, and Spanish Dual Immersion Program. Technology use in the classroom. MAP data was used to determine ELA and Math focus. Discipline data was utilized to determine the PBIS focus.

Professional development is being delivered via conferences, off site workshops, as well as on-going teacher support is provided through district based Instructional Coach, staff PLC collaboration meetings, data team meetings, and staff meetings. Implementation is followed up by site administration and Leadership team.

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/](http://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	6188.26	1167.82	5020.44	72302.72
District	◆	◆	6920.96	\$65,674
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			-27.5	-6.5
Percent Difference: School Site/ State			-18.2	-11.3

\* Cells with ◆ do not require data.