



San Joaquin Elementary

2020 South Fresno Ave. • Stockton, CA 95206 • (209) 933-7280 • Grades K-8
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<http://www.stocktonusd.net/SanJoaquin>

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**

School Description

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

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

San Joaquin’s 10-Point Plan for 2016/2017:

- 1) Every student exceeds his or her ELA & Mathematics target goals by at least 10% as measured by the 2017 Winter & Spring Measures of Academic Progress (MAP) Tests.
- 2) Collectively, San Joaquin Elementary School students will advance by 10% on both the Mathematics and ELA sections of the 2017 SBAC.
- 3) Every EL student will advance by at least 1 achievement level on the CELDT (California English Language Development Test).
- 4) By the end of the 2016/2016 school year, every 3rd grade student will read fluently and with comprehension at an end-of-third-grade level, as demonstrated by the SBAC.
- 5) Throughout San Joaquin's professional learning community, there is demonstrated strong commitment to student achievement among teaching professionals, classified staff, support personnel, parents, pupils and the administration.
- 6) Teachers, administrators and support staff analyze student assessment data in order to plan instruction which leads to at least a 10% gain in student achievement, as measured by Spring 2017 SBAC and MAP ELA & Mathematics assessment results.
- 7) There is demonstration of K-8 AVID implementation at San Joaquin Elementary.
- 8) Teacher professional development focuses on student data analysis, planning for and implementation of Best Instructional Practices, and continuous assessment to determine the degree of student mastery
- 9) San Joaquin Elementary demonstrates commitment to Positive Behavior Intervention Strategies in order to improve student behavior and school climate.
- 10) San Joaquin Elementary will increase parent involvement by offering monthly parent education coffee hours, quarterly English Language Parent Involvement Committee meetings and opportunities to volunteer on campus.

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

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

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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	95
Grade 1	83
Grade 2	90
Grade 3	91
Grade 4	96
Grade 5	103
Grade 6	101
Grade 7	95
Grade 8	103
Total Enrollment	857

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.1
American Indian or Alaska Native	1.3
Asian	4.7
Filipino	13.9
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0.8
White	2.5
Two or More Races	2.1
Socioeconomically Disadvantaged	65.1
English Learners	28.4
Students with Disabilities	9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
San Joaquin Elementary	14-15	15-16	16-17
With Full Credential	31	31	33
Without Full Credential	0	1	3
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			
San Joaquin 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	93.0	7.0
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	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)

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

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR).

Maintenance and Repair

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

Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. Administrators work daily with the custodial staff to develop cleaning schedules to ensure a safe as well as immaculate campus.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/16/2016				
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	B-8: ceiling tile-stains girls/boys R/R by M/p: crack wall tile-replace girls/boys R/R north east of playground: hole in wall- repair girls/boys R/R south-east playground: ceiling-paint, replace sanitary napkins containers-rusted, one sink is crack-replace Multipurpose/ Kitchen: crack floor tile-replace
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			girls/boys R/R south-east playground: ceiling-paint, replace sanitary napkins containers-rusted, one sink is crack-replace
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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	29	28	24	25	44	48
Math	23	26	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	50	39	42	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	21.6	16.7	2.9
7	26.1	23.9	28.3

* 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	207	197	95.2	42.1
Male	98	90	91.8	52.2
Female	109	107	98.2	33.6
Black or African American	31	29	93.6	20.7
Asian	11	11	100.0	45.5
Filipino	32	32	100.0	62.5
Hispanic or Latino	120	113	94.2	40.7
Socioeconomically Disadvantaged	100	93	93.0	38.7
English Learners	34	30	88.2	13.3

* 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	93	93	100.0	30.1
	4	99	98	99.0	28.9
	5	103	100	97.1	29.3
	6	101	101	100.0	23.8
	7	94	90	95.7	28.9
	8	102	97	95.1	28.9
Male	3	47	47	100.0	31.9
	4	49	49	100.0	28.6
	5	41	39	95.1	23.7
	6	48	48	100.0	22.9
	7	47	44	93.6	25.0
	8	56	52	92.9	23.1
Female	3	46	46	100.0	28.3
	4	50	49	98.0	29.2
	5	62	61	98.4	32.8
	6	53	53	100.0	24.5
	7	47	46	97.9	32.6
	8	46	45	97.8	35.6
Black or African American	5	19	18	94.7	16.7
	6	14	14	100.0	7.1
	8	11	10	90.9	30.0
Filipino	4	19	19	100.0	42.1
	5	17	17	100.0	47.1
	6	13	13	100.0	69.2
	7	16	16	100.0	43.8
	8	15	15	100.0	46.7
Hispanic or Latino	3	65	65	100.0	27.7
	4	56	56	100.0	32.1
	5	59	57	96.6	26.8
	6	63	63	100.0	19.1
	7	62	59	95.2	27.1
	8	61	57	93.4	24.6
Socioeconomically Disadvantaged	3	48	48	100.0	22.9
	4	45	44	97.8	23.3
	5	54	52	96.3	25.5
	6	42	42	100.0	19.1
	7	38	35	92.1	25.7
	8	43	40	93.0	22.5

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	22	22	100.0	4.5
	5	19	18	94.7	
	6	22	22	100.0	
	7	13	12	92.3	
	8	16	14	87.5	

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	93	93	100.0	40.9
	4	99	98	99.0	29.9
	5	103	100	97.1	14.1
	6	101	101	100.0	19.0
	7	95	92	96.8	22.0
	8	95	92	96.8	22.0
Male	3	47	47	100.0	44.7
	4	49	49	100.0	35.4
	5	41	38	92.7	21.6
	6	48	48	100.0	21.3
	7	47	45	95.7	22.2
	8	47	45	95.7	22.2
Female	3	46	46	100.0	37.0
	4	50	49	98.0	24.5
	5	62	62	100.0	9.7
	6	53	53	100.0	17.0
	7	48	47	97.9	21.7
	8	48	47	97.9	21.7
Black or African American	5	19	18	94.7	
	6	14	14	100.0	

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
Filipino	4	19	19	100.0	52.6
	5	17	17	100.0	23.5
	6	13	13	100.0	46.1
	7	16	16	100.0	43.8
	8	16	16	100.0	43.8
Hispanic or Latino	3	65	65	100.0	43.1
	4	56	56	100.0	25.4
	5	59	57	96.6	15.8
	6	63	63	100.0	16.1
	7	63	61	96.8	18.3
	8	63	61	96.8	18.3
Socioeconomically Disadvantaged	3	48	48	100.0	33.3
	4	45	44	97.8	23.3
	5	54	52	96.3	13.7
	6	42	42	100.0	21.9
	7	39	36	92.3	8.6
	8	39	36	92.3	8.6
English Learners	3	22	22	100.0	18.2
	5	19	18	94.7	
	6	22	22	100.0	
	7	13	13	100.0	
	8	13	13	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)

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

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

Parent Participation Opportunities at San Joaquin School:

- 1) Volunteering at your child's school.
- 2) Parent/teacher conferences
- 3) Back-to-School Night
- 4) Family: Literacy Night, Math Night, Science Night, & Technology Night
- 3) Monthly parent education coffee meetings.
- 4) English Learner Advisory Committee meetings
- 5) School Site Council
- 6) Parent Teachers Organization (PTO)
- 7) Assist with extracurricular activities.
- 8) Chaperone field trips.
- 9) Assist with coaching sports teams.

Parents and community members who wish to become a part of the school community and participate are encouraged to call the school's office.

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

State Priority: School Climate

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

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

School Safety Plan

San Joaquin School places strong emphasis upon ensuring the safety of students and staff. The administration, campus security assistant, custodial team and staff continually monitor our school's facilities to ensure compliance with all federal, state and district level health and safety guidelines. In the event of a facility or campus emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate students and staff as per San Joaquin's Readiness and Emergency Management School Plan (REMS). Key elements of the plan include a list of REMS personnel and the responsibilities of each, emergency drill schedule, facilities inspection routines, school-wide emergency procedures, evacuation guidelines, and a schedule of REMS Table Talk preparedness exercises for staff. This plan was updated on July 1, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.0	3.8	5.1
Expulsions Rate	0.0	0.1	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	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

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)	0.75
Psychologist	0.25
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.50
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	14	15	24	10	4	0		4	4			0
1	21	22	27	3	3	0	3	3	3			0
2	24	22	30	3	3	0	3	3	3			0
3	24	24	31	3	3	0	3	1	3		2	0
4	21	23	32	3	3	0	2	3	3	1		0
5	19	24	32	3	3	0	3	2	2		1	1
6	16	23	31	4	3	0	3	2	3		1	0
Other	12	9		1	2							

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		30	30					1	1			
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

2016/2017 Professional Development Focus is as follows:

- 1) Common Core Standards Units of Study Implementation
- 2) Development of Common Formative Assessments
- 3) Creation of SMART goals
- 4) AVID Implementation Strategies
- 5) Writing Across the Curriculum - Determined by student assessment data (MAP, SBAC, and student writing samples.)
- 6) Professional Learning Communities information from 2016 Summer Las Vegas PLC conference.
- 7) Analysis of Student Assessment Data - Teachers analyze pupil assessment data in order to adjust instructional practices to students' academic needs.

Ongoing teacher support is provided by:

- 1) Instructional Coach
- 2) Program Specialist
- 3) Professional Learning Communities collaboration meetings.
- 4) Data team meetings
- 5) Leadership team meetings
- 6) Ongoing professional development in creating common formative assessments
- 7) Demonstration lessons by instructional coach.

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	5243.46	878.62	4364.84	71098.11
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-36.9	-8.1
Percent Difference: School Site/ State			-27.4	-14.3

* Cells with ♦ do not require data.