



Elmwood Elementary School

840 S. Cardinal Ave • Stockton, CA 95215 • (209) 933-7180 Ext. 4501 • Grades K-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
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Maria Mendez
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District Administration

John E. Deasy, Ph.D.

Superintendent

Dr. Reyes Gauna

Assistant Superintendent of Educational Support Services

Craig Wells

Assistant Superintendent of Human Resources

Sonjhia Lowery

Assistant Superintendent of Educational Services

School Description:

Elmwood Elementary School serves approximately 875 students in grades Kindergarten through 8th Grade. In grades K through 3rd grade the student : teacher ratio is 24 to 1. In grades 4th through 8th the student : teacher ratio is 32 to 1. Elmwood School's student demographics are as follows: 87% - Hispanic; 9% - White; 1% Asian; 1% African American; and 1% Native American.

School Mission:

The staff at Elmwood Elementary School believes unwaveringly that all students can achieve academic standards by which students will understand how to think deeply and then be able to apply knowledge in new ways. Through arts infusion Elmwood School is nurturing the creative and intellectual side of our students thus, educating the whole child.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	91
Grade 1	99
Grade 2	94
Grade 3	105
Grade 4	86
Grade 5	97
Grade 6	96
Grade 7	96
Grade 8	94
Total Enrollment	858

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.8
Asian	1.0
Filipino	0.0
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.2
White	8.7
Socioeconomically Disadvantaged	91.6
English Learners	38.7
Students with Disabilities	5.4
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Elmwood Elementary School	16-17	17-18	18-19
With Full Credential	29	31	29
Without Full Credential	2	5	7
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Elmwood Elementary School	16-17	17-18	18-19
Teachers of English Learners	1	1	2
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	1	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Elmwood School has 38 classrooms, a multipurpose room, an auditorium, a library and an administration center. The Main Building consists of 17 classrooms. There are also 21 portable classrooms to round out the campus.

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.

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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 7/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	bys/girls restrooms eastside: cracks on walls and ceiling, paint peeling on walls, dirty and missing light covers, metal door casing rusted needs to be replaced. bys/girls restrooms westside: damage dispenser girls, door needs to be painted boys. C-2: rips & stains on carpet Multi-purpose kitchen: broken floor tiles, walls need painting, repair fire extinguisher cabinet. overall: main hallway stained ceiling tile, walls need to be painted, paint peeling on main building front of school, portable have wood rot on siding, ramp flooring need to be resurface and skirts have wood rot and holes, paint peeling on overhang on multi purpose, trees growing between portables need to be removed, walkway in court yard cracks, asphalt walkway leading to portables 18,19,20 need to be replaced trip hazard. P-11: rips on walls and carpet, stained ceiling tiles. P-20: rips on walls and carpet, stained ceiling tiles, ramp flooring wood rot needs to be replaced, P-5: stained ceiling tiles, rips & stains on carpet. rm11: paint peeling on walls. rm3: paint peeling on walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/30/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Multi-purpose kitchen: broken floor tiles,walls need painting,repair fire extinguisher cabinet.
Structural: Structural Damage, Roofs	Good	bys/girls restrooms eastside: cracks on walls and ceiling,paint peeling on walls,dirty and missing light covers, metal door casing rusted needs to be replaced. overall: main hallway stained ceiling tile, walls need to be painted,paint peeling on main building front of school,portable have wood rot on siding,ramp flooring need to be resurface and skirts have wood rot and holes, paint p[eeeling on overhang on multi purpose,trees growing between portables need to be removed,walkway in court yard cracks,asphalt walkway leading to portables 18,19,20 need to be replaced trip harazd.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: main hallway stained ceiling tile, walls need to be painted,paint peeling on main building front of school,portable have wood rot on siding,ramp flooring need to be resurface and skirts have wood rot and holes, paint p[eeeling on overhang on multi purpose,trees growing between portables need to be removed,walkway in court yard cracks,asphalt walkway leading to portables 18,19,20 need to be replaced trip harazd.
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	22.0	23.0	26.0	28.0	48.0	50.0
Math	15.0	17.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.4	15.3	14.3
7	15.3	21.4	17.3

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	586	579	98.81	23.32
Male	314	310	98.73	19.68
Female	272	269	98.90	27.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	517	513	99.23	22.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	44	97.78	29.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	535	529	98.88	22.31
English Learners	360	358	99.44	16.76
Students with Disabilities	41	41	100.00	9.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	586	580	98.98	17.07
Male	314	310	98.73	17.42
Female	272	270	99.26	16.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	517	514	99.42	15.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	44	97.78	22.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	535	529	98.88	17.58
English Learners	360	359	99.72	11.98
Students with Disabilities	40	40	100	10
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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

- Adult Education classes for GED and citizenship
- After School Programs
- Counseling services when available
- English Learner Advisory Committee (ELAC)
- 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/Student conferences when possible
- Parent/Teacher organizations (PTA)
- School Site Council (SSC)

Elmwood 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
- Attend school wide Parent Activities and Student Arts Performances
- 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 are encouraged to call the school's Main Office at 209-933-7180 Ext. 4501.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was revised and approved by the School Site Council in September, 2018, 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. 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	2015-16	2016-17	2017-18
Suspensions Rate	5.5	5.6	7.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.25
Social Worker	.12
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.6
Other	2.00
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	26	22	2		1	2	6	9			
1	28	27	25		1		5	4	10			
2	30	25	21		1	2	5	4	8			
3	30	30	24			1	5	3	9		1	
4	31	30	28				3	3	7	2	2	
5	29	28	29	1	1	1	1	3	6	3	1	1
6	29	27	28		1	1	2	4	5	3		2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Elmwood Elementary School Teachers are provided on-site Professional Development through out the school year to improve their teaching skills and to extend their knowledge of the subjects they teach. This on-site staff development is geared toward the effective implementation of the Common Core Standards, English Learner Teaching Strategies, Common Formative Assessments and Arts Infusion. Elmwood Teachers are also afforded the opportunity to attend off site workshops and conferences designed to support improved instruction. Also, our Instructional Coach provides daily on-site coaching in order to increase the instructional expertise of all Teachers.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5951.98	615.95	5336.03	78396.89
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-15.0	13.0
Percent Difference: School Site/ State			-20.8	-1.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.