



Kohl Open Elementary

4115 North Crown Ave • Stockton, CA 95207 • (209) 933-7235 • Grades K-8

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<https://www.stocktonusd.net/Kohl>

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



Stockton Unified School District

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

District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
Candelaria Vargas

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

Open Education is a creative and lifelong process of learning which utilizes the resources of both school and community. This process is predicated on the achievement of a positive balance between the individual's freedom and his/her interaction with other students, teachers and his/her environment. We are convinced that this approach to open education encourages the maximum intellectual growth and development of the individual.

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 | 23 |
| Grade 1 | 24 |
| Grade 2 | 26 |
| Grade 3 | 23 |
| Grade 4 | 32 |
| Grade 5 | 27 |
| Grade 6 | 25 |
| Grade 7 | 26 |
| Grade 8 | 26 |
| Total Enrollment | 232 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 7.8 |
| American Indian or Alaska Native | 1.3 |
| Asian | 3.0 |
| Filipino | 2.2 |
| Hispanic or Latino | 53.9 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 24.6 |
| Socioeconomically Disadvantaged | 44.8 |
| English Learners | 5.2 |
| Students with Disabilities | 14.2 |
| Foster Youth | 0.4 |

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 | | | |
|---------------------------------------------|-------|-------|-------|
| Kohl Open Elementary | 16-17 | 17-18 | 18-19 |
| With Full Credential | 11 | 10 | 10 |
| Without Full Credential | 0 | 0 | 0 |
| 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 | | | |
|--------------------------------------------------------------------|-------|-------|-------|
| Kohl Open Elementary | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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 | 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 California Studies Weekly Adopted in 2017 6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 8/7/2018 | | |
|----------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Poor | B-2: entrance door and frame-paint, some ceiling lamps or ballast-replace North Boys R/R: entrance door and frame-paint, ceiling light fixture insects-clean |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Poor | B-2: entrance door and frame-paint, some ceiling lamps or ballast-replace C-2: entrance door and frame-paint, some ceiling lamps or ballast-replace E-3: entrance door and frame-paint Multipurpose / Kitchen: entrance doors and frames-paint, interior doors and frames-paint, Kitchen north exit door and frame-paint North Boys R/R: entrance door and frame-paint, ceiling light fixture insects-clean North Girls R/R: entrance door and frame-paint |
| Overall Rating | Good | |

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 | 30.0 | 31.0 | 26.0 | 28.0 | 48.0 | 50.0 |
| Math | 22.0 | 19.0 | 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 | 14.8 | 22.2 | 18.5 |
| 7 | 20.0 | 20.0 | 20.0 |

* 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 | 156 | 154 | 98.72 | 30.52 |
| Male | 88 | 87 | 98.86 | 27.59 |
| Female | 68 | 67 | 98.53 | 34.33 |
| Black or African American | 15 | 15 | 100.00 | 20.00 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 75 | 98.68 | 20.00 |
| White | 43 | 42 | 97.67 | 52.38 |
| Two or More Races | 11 | 11 | 100.00 | 36.36 |
| Socioeconomically Disadvantaged | 74 | 74 | 100.00 | 21.62 |
| English Learners | 14 | 14 | 100.00 | 14.29 |
| Students with Disabilities | 30 | 30 | 100.00 | 20.00 |
| 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 | 156 | 155 | 99.36 | 18.71 |
| Male | 88 | 88 | 100 | 23.86 |
| Female | 68 | 67 | 98.53 | 11.94 |
| Black or African American | 15 | 15 | 100 | 6.67 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 76 | 100 | 13.16 |
| White | 43 | 42 | 97.67 | 30.95 |
| Two or More Races | 11 | 11 | 100 | 18.18 |
| Socioeconomically Disadvantaged | 74 | 74 | 100 | 9.46 |
| English Learners | 14 | 14 | 100 | 14.29 |
| Students with Disabilities | 30 | 30 | 100 | 20 |
| 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)

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 Program for a nominal fee

Counseling services

English Language Learner instruction and support (ELD)

Parent/Student conferences are mandatory as Kohl does not issue report cards with grades

Kohl Education Foundation (KEF) in which all Kohl parents are members

School Site Council (SSC)

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

Monitoring student attendance

Monitoring completion of student homework

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 and for off-site activities

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

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

Kohl 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 recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Every effort is made to ensure students are monitored while on campus throughout the school day. 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.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | | | |
| Expulsions Rate | | | |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | | | |
| Expulsions Rate | | | |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | | | |
| Expulsions Rate | | | |

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) | 0.02 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.25 |
| Social Worker | 0.12 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | 0.50 |
| Resource Specialist (non-teaching) | 0.4 |
| Other | 0.00 |
| 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 | 26 | 25 | 26 | | | | 4 | 4 | 4 | | | |
| 3 | 22 | 25 | 26 | 1 | | | 4 | 4 | 2 | | | |
| 4 | 26 | 7 | 24 | | 1 | | 2 | | 2 | | | |
| 5 | 26 | 27 | 26 | | | | 2 | 2 | 2 | | | |
| 6 | 18 | 17 | 26 | 2 | 3 | | | 2 | 4 | | | |
| Other | 4 | | | 1 | | | | | | | | |

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

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. Kohl teachers have voted a waiver to the contract which enables them to meet unfettered by days and time. With the ability to manage their own time they meet as needed or as scheduled for provided professional development. Most PD is germane only to Kohl School and is specific to the needs of Kohl students and teachers. For school year 2015-2016 the staff is working on using the Professional Learning Community model to work on the Kohl writing program K-8. Cross curricular writing as well as multiple grade level writing is being developed.

| 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/.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--------------------------------------------------------------------|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 8461.87 | 898.94 | 7562.93 | 82184.3 |
| District | ◆ | ◆ | 6203.28 | \$72,903 |
| State | ◆ | ◆ | \$7,125 | \$80,764 |
| Percent Difference: School Site/District | | | 19.8 | 17.7 |
| Percent Difference: School Site/ State | | | 14.0 | 3.7 |

* 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.

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.