



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

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
Lange Luntao
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District Administration

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Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
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-5); Spanish Literacy (6th-8th), Transitional Kindergarten, AVID, 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 <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	135
Grade 1	90
Grade 2	97
Grade 3	87
Grade 4	90
Grade 5	85
Grade 6	91
Grade 7	93
Grade 8	90
Total Enrollment	858

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	1.4
Asian	9.7
Filipino	3.6
Hispanic or Latino	62.4
Native Hawaiian or Pacific Islander	0.8
White	4.5
Socioeconomically Disadvantaged	77.4
English Learners	20.3
Students with Disabilities	10.6
Foster Youth	0.3

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			
Maxine Hong Kingston Elementary	16-17	17-18	18-19
With Full Credential	37	36	39
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	1	1	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			
Maxine Hong Kingston	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	1

* 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)

Maxine Hong Kingston was built in August 2006. 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. One Orthopedic-ally Handicapped (OH) class housed in the E Building. There are no portable classrooms or structures on site. There are four 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.

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.

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: 8/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	C-1: east counter top trim-repair, east counter underneath electrical sockets cover plates missing-replace Multipurpose ? Kitchen: north stahe trim-paint, entrance doors and frames-paint North/ East Girls R/R: corner wall tile broken-replace, handicap stall metal cover plate-secure too loose North/East Boys R/R: corner wall tile broken-replace, handicap stall metal cover plate-paint North/West Boys R/R: corner wall tile broken-repair,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	C-1: east counter top trim-repair, east counter underneath electrical sockets cover plates missing-replace
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	North/East Boys R/R: corner wall tile broken-replace, handicap stall metal cover plate-paint
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Multipurpose ? Kitchen: north stahe trim-paint, entrance doors and frames-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	20.0	22.0	26.0	28.0	48.0	50.0
Math	17.0	22.0	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	23.6	21.3	7.9
7	25.8	15.7	24.7

* 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	532	523	98.31	21.61
Male	268	263	98.13	17.87
Female	264	260	98.48	25.38
Black or African American	72	70	97.22	17.14
American Indian or Alaska Native	--	--	--	--
Asian	62	60	96.77	25.00
Filipino	16	16	100.00	50.00
Hispanic or Latino	317	314	99.05	20.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	24	92.31	16.67
Two or More Races	24	24	100.00	29.17
Socioeconomically Disadvantaged	414	405	97.83	19.26
English Learners	166	163	98.19	17.79
Students with Disabilities	60	59	98.33	6.78
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	533	524	98.31	22.33
Male	269	263	97.77	24.71
Female	264	261	98.86	19.92
Black or African American	72	70	97.22	14.29
American Indian or Alaska Native	--	--	--	--
Asian	62	60	96.77	21.67
Filipino	16	16	100	37.5
Hispanic or Latino	317	315	99.37	22.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	24	88.89	25
Two or More Races	24	24	100	25
Socioeconomically Disadvantaged	415	406	97.83	20.44
English Learners	166	163	98.19	20.25
Students with Disabilities	61	59	96.72	8.47
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)

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 Advisory Committee (ELAC)
- 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 & Noon Time Sports
- Volunteer Work - Be a Mentor
- Community Accountability Board in partnership with San Joaquin County Probation Department
- Valley Community Counseling (VCC)
- PBIS
- Parent Teacher Conferences

Back to School Night & Spring open House
 Science Camp Parent Meeting
 AVID Parent Meetings

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 State priority: School Climate (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 2018) 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, School Messenger 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), Six 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	2015-16	2016-17	2017-18
Suspensions Rate	11.2	10.9	9.2
Expulsions Rate	0.3	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
Library Media Teacher (Librarian)	0.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	.75
Social Worker	0.12
Nurse	0.4
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.00
Other	1.5
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	20	25	23	3	4		3	4	12		1	
1	17	19	15	4	4	8	3	6	4			
2	30	21	21		5	3	3	6	8			
3	29	21	16		3	8	4	6	4			
4	19	20	22	3	3	3	3	4	6			
5	30	18	28		8		3	4	7			
6	15	17	21	4	6	3	2	6	6			
Other		30						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

The major areas of focus is all core areas, but with greater emphasis to writing. The continued development of site Professional Learning Communities is also a focus. In an effort to decrease suspensions and increase positive behaviors, we continue to implement PBIS. AVID implementation and certification is also a continued effort. Our Spanish Dual Immersion Program is now up to 5th grade. MAP, ELCAP, and discipline data were used to determine our focus areas.

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

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	7143.61	1364.06	5779.55	74847.25
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-7.1	8.3
Percent Difference: School Site/ State			-12.9	-5.7

* 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.