



John C. Fremont Elementary

2021 E Flora Street • Stockton • 2099337385 • Grades K-8

Amber Carter, Principal

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez

Board Clerk, Area 1

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Area 2

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Area 5

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District Administration

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Superintendent

Nik Howard
**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

Principal's Message

Fremont-Lopez Elementary School continues making progress toward higher levels of academic achievement. As an effective team, we constantly meet to collaborate with all of our stake holders in order "To Provide an Environment that Inspires and Supports Student Success, Parental Involvement, and Lifelong Learning." Fremont Lopez team works to create a safe and positive environment conducive to personal and professional learning and growth. Engaged in hard work and committed to making educational success a reality for all, we provide opportunities to support students, staff, and families in their quest for academic excellence.

We at Fremont-Lopez Elementary, believe in building a positive school culture that promotes relationship building between staff, students, and parents. We are committed and dedicated to work as an effective team in creating positive learning opportunities that make Fremont-Lopez Elementary School a high performing school that is challenging, fun, and stimulating for our students. Because we are a Turnaround Arts Program school, every student receives 45 minutes per week of visual and performing arts instruction. Our teachers are also training in VTS and are trained in integrating the arts in all facets of instruction.

Teachers are receiving Professional Learning Community training by Solution Tree and are being provided Common Core Training by the school district in ELA AND MATH. As the district has implemented BenchMark Advance and Ready Math, in addition to My Perspectives for the ELA and Math programs they are also benefiting by attending professional development. The PD is designed so that teachers can collaborate, calibrate and share best practices in the classroom. We also have two instructional coaches who work with teachers to plan and improve classroom instruction by modeling and examining student data. Teachers continue to provide instruction using effective research based instructional program that uses Direct interactive Instruction. We have implemented a shared leadership this year at Fremont involving our teacher leaders in each of our initiatives.

Fremont-Lopez Elementary will continue reaching out to parents and the community in order to create a true learning community, where parents are well-informed of their child's instruction and progress. Through our Back to School Night, School Newsletters, English Learners Advisory Committee (ELAC) meetings, School Site Council (SSC) meetings, monthly Parent Coffee Hour meetings, Parent/Teacher Organization (PTSA) and text-based remind.com, we are making every effort possible to fully integrate parents into our vision. We also have a marquee in front of the school so that families are aware of upcoming school events. As a staff we are committed to a safe, equitable and academically challenging environment where students can thrive. We are implementing a sports for learning program this year called ASSIST designed to help students communicate better using sports to do so. We are also bringing more clubs and an after-school program called California Cadet Core so that our students have even more options to attend an after school program.

Amber Carter, 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	100
Grade 2	92
Grade 3	73
Grade 4	85
Grade 5	93
Grade 6	122
Grade 7	111
Grade 8	98
Total Enrollment	891

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1.7
Asian	3.6
Filipino	0.2
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	0.3
White	3.3
Two or More Races	1.3
Socioeconomically Disadvantaged	85.2
English Learners	37.4
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	8.8

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 for John C. Fremont	17-18	18-19	19-20
With Full Credential	35	37	32
Without Full Credential	7	6	11
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at John C. Fremont Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 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)

Fremont-Lopez Elementary has been in existence, since the 1950's. Through the use of Bond monies, there have been many projects completed on site to update and restructure classrooms and restrooms bringing the building up to code. The site has approximately 70 classrooms, and administration offices that are used on a daily basis. Two gyms, a cafeteria/multipurpose room, a library, and a computer lab are in existence and are updated and maintained regularly to meet State regulations. There are several bathrooms located in many areas of the campus and are used for students and staff. Three playground areas have been established to accommodate primary and intermediate children during the lunch and recess times. Stockton Intermediate Alternative School is located in the back of the school campus. Although the school is housed on Fremont's site it is separate and operates on its own.

Through a Healthy Start Grant a Fremont Parent Center was established to accommodate families and students with health care services. This center was created over a decade ago and is self-sustaining. The center is used to house our School Nurse, School Psychologist, Speech Therapist and other outside community partners who provide special services for our families.

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. Deep cleaning is planned throughout the year. Break time is used to provide the necessary deep cleaning that can only occur when students and teachers are absent from the site.

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. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. As we continue to have budget cuts from the State, the principal and assistant principal are always looking for more effective and efficient ways to ensure that the quality of cleaning is a priority for our site.

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: 7/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	40 wing Girls R/R: first toilet stall-replace broken tiles 40-wing Boys R/R: one electric hand dryer-not operating, upper windows-remove stickers Multipurpose Room: Double doors & frames-paint, walls-paint, stage resurface floor and stain, cabinets under stage-paint, Restroom floor tile-replace some, restroom walls-paint, restroom door&frame-paint, snackbar counter top-repair, west double door weather strip-replace Rm-105: entrance door&frame-paint, counter tops and cabinets-paint, walls-paint, interior door& frame-paint, drinking fountain-needs cleaning Rm-21: entrance door & frame-paint, walls patch holes-paint, countertop-repair, north windows plastic faded-replace Rm-44: entrance door& frame-paint, cabinets & shelving-paint Rm-57: entrance door& frame-paint, walls-paint, cabinets & shelving-paint, curtains-rehang Rm-67: entrance door& frame-paint, walls patch holes-paint West BOYS R/R: entrance door & frame-paint, exterior walls -paint, drinking handles poles-paint, kickdown-replace rubber tip, ceiling& walls-paint, Metal seat cover dispenser-replace, floor linoleum-replace West Girls R/R: entrance door& frame-paint, kickdown-replace rubber tip, floor linoleum-replace, ceiling & walls-paint, metal seat cover dispenser-replace, metal sanitary dispensers rusted-replace2,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	40-wing Boys R/R: one electric hand dryer-not operating, upper windows-remove stickers

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Multipurpose Room: Double doors & frames-paint, walls-paint, stage resurface floor and stain, cabinets under stage-paint, Restroom floor tile-replace some, restroom walls-paint, restroom door&frame-paint, snackbar counter top-repair, west double door weather strip-replace Rm-105: entrance door&frame-paint, counter tops and cabinets-paint, walls-paint, interior door& frame-paint, drinking fountain-needs cleaning
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Multipurpose Room: Double doors & frames-paint, walls-paint, stage resurface floor and stain, cabinets under stage-paint, Restroom floor tile-replace some, restroom walls-paint, restroom door&frame-paint, snackbar counter top-repair, west double door weather strip-replace Rm-105: entrance door&frame-paint, counter tops and cabinets-paint, walls-paint, interior door& frame-paint, drinking fountain-needs cleaning Rm-21: entrance door & frame-paint, walls patch holes-paint, countertop-repair, north windows plastic faded-replace Rm-44: entrance door& frame-paint, cabinets & shelving-paint Rm-57: entrance door& frame-paint, walls-paint, cabinets & shelving-paint, curtains-rehang Rm-67: entrance door& frame-paint, walls patch holes-paint West BOYS R/R: entrance door & frame-paint, exterior walls -paint, drinking handles poles-paint, kickdown-replace rubber tip, ceiling& walls-paint, Metal seat cover dispenser-replace, floor linoleum-replace West Girls R/R: entrance door& frame-paint, kickdown-replace rubber tip, floor linoleum-replace, ceiling & walls-paint, metal seat cover dispenser-replace, metal sanitary dispensers rusted-replace2,
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	15	18	28	31	50	50
Math	8	12	21	21	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.0	14.6	4.2
7	12.6	17.6	6.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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.

**School Year 2018-19 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	603	586	97.18	18.26
Male	324	314	96.91	16.24
Female	279	272	97.49	20.59
Black or African American	27	27	100.00	22.22
American Indian or Alaska Native	11	11	100.00	18.18
Asian	17	17	100.00	17.65
Filipino	--	--	--	--
Hispanic or Latino	510	496	97.25	16.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.67	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	522	506	96.93	17.98
English Learners	316	305	96.52	13.44
Students with Disabilities	61	61	100.00	0.00
Students Receiving Migrant Education Services	19	15	78.95	20.00
Foster Youth	--	--	--	--
Homeless	81	73	90.12	9.88

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

School Year 2018-19 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	604	598	99.01	12.04
Male	325	322	99.08	13.35
Female	279	276	98.92	10.51
Black or African American	27	27	100.00	14.81
American Indian or Alaska Native	11	11	100.00	0.00
Asian	17	17	100.00	0.00
Filipino	--	--	--	--
Hispanic or Latino	511	508	99.41	11.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.67	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	523	518	99.04	11.78
English Learners	317	317	100.00	10.09
Students with Disabilities	62	62	100.00	3.23
Students Receiving Migrant Education Services	19	19	100.00	15.79
Foster Youth	--	--	--	--
Homeless	82	80	97.56	2.44

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 2019-20)

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 Programs through YMCA
- Counseling services
- Child Welfare and Attendance (CWA) personnel on-site for 2 days per week for help with attendance, transportation, academic challenges and any type of community resources that may be needed
- Trauma counseling (2 days per week) -for students and their families who would like help in coping with challenges in or outside of school
- English Language Advisory Committee (ELAC)
- English Language Learner Instruction and Support (ELD)
- English as a Second Language for Adults (ESL)
- Parent Resource Center
- Parent Coffee Hour
- Parent/Student conferences - student led conferences in 7th and 8th grades
- Parent/Teacher Organizations (PTSA)
- School Site Council (SSC)
- University of the Pacific (student volunteers)
- Parent Academy
- Parent Liaison to assist parents in navigating resources for students and their families

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 regulating television viewing
- 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 should call the school’s office at (933-7385).

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. We complete a site review with the district Safety Inspection Checklist which occurs quarterly.

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 Readiness and Emergency Management for Schools (REMS) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

We have communications in place for families when a crisis occurs on site as well as district protocol.

Students have access to trauma counselors as well if/when a crisis occurs.

A safety team has been formed and meets three times a year. During the meetings the team analyzes safety data, plans table top discussions, discuss safety issues, address concerns and creates policies and procedures to provide a safer environment for our students and staff.

Every effort is made to ensure students are monitored while on campus throughout the school day. Our Campus Security Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The custodian inspects the grounds before the students come on campus. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	13.7	9.9	14.0
Expulsions Rate	0.0	0.5	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1782.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	2.5

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	23	1	10		22	1	8		23	2	9	
1	25	1	7		21	5	4		24	1	9	
2	22	3	7		22	3	7		21	2	8	
3	23	3	7		19	4	6		24	1	5	
4	26	1	10		26	2	4	2	29		7	
5	23	3	7	2	28	1	8		28	1	6	1
6	24	3	4	2	26	2	8	1	29		10	
Other**									25		1	

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

** "Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,051	\$733	\$6,318	\$62,935
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.2	-14.7
School Site/ State	-25.8	-24.8

Note: Cells with N/A values 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.