



Maxine Hong Kingston Elementary

6324 N. Alturas Ave. • Stockton, CA 95207 • (209) 933-7493 • Grades K-8

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

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



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202
(209) 933-7000
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District Governing Board

Cecilia Mendez

Board Clerk, Area 1

AngelAnn Flores

Area 2

Kathleen Garcia

Board Vice President, Area 3

Lange Luntao

Board President, Area 4

Maria Mendez

Area 5

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Candelaria Vargas

Area 7

District Administration

John E. Deasy, Ph.D.

Superintendent

Nik Howard

**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan

**Assistant Superintendent of
Educational Support Services**

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

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.

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	133
Grade 1	114
Grade 2	83
Grade 3	96
Grade 4	93
Grade 5	94
Grade 6	88
Grade 7	89
Grade 8	92
Total Enrollment	882

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.8
American Indian or Alaska Native	1
Asian	9.8
Filipino	3.5
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.5
White	3.9
Two or More Races	5.9
Socioeconomically Disadvantaged	72.2
English Learners	18.7
Students with Disabilities	10.2
Foster Youth	0.5
Homeless	4.5

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 Maxine Hong Kingston	17-18	18-19	19-20
With Full Credential	36	39	40
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	1	0	0

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 Maxine Hong Kingston Elementary

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

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: 6/11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	eastside boys/girls restrooms: paint peeling on ceiling. Multipurpose: area around vent in multi purpose needs to be cleaned. Westside boys/girls restrooms: paint peeling on ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	C 4: missing panel cover under table.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: walkways have cracks and lifting,gutters cleaning,parking lot has pothole,cracks on playground.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: walkways have cracks and lifting,gutters cleaning,parking lot has pothole,cracks on playground.
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

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	22	28	28	31	50	50
Math	22	23	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	19.4	16.1	4.3
7	25.6	14.4	17.8

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.

**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	545	534	97.98	27.90
Male	274	266	97.08	23.31
Female	271	268	98.89	32.46
Black or African American	64	64	100.00	20.31
American Indian or Alaska Native	--	--	--	--
Asian	57	55	96.49	34.55
Filipino	18	16	88.89	75.00
Hispanic or Latino	351	344	98.01	25.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	29.41
Two or More Races	26	26	100.00	42.31
Socioeconomically Disadvantaged	409	401	98.04	26.43
English Learners	179	170	94.97	20.59
Students with Disabilities	63	62	98.41	14.52
Students Receiving Migrant Education Services	11	11	100.00	9.09
Foster Youth	--	--	--	--
Homeless	23	19	82.61	17.39

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 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	548	546	99.64	22.71
Male	274	272	99.27	25.37
Female	274	274	100.00	20.07
Black or African American	65	65	100.00	15.38
American Indian or Alaska Native	--	--	--	--
Asian	58	56	96.55	26.79
Filipino	18	18	100.00	55.56
Hispanic or Latino	352	352	100.00	20.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	23.53
Two or More Races	26	26	100.00	42.31
Socioeconomically Disadvantaged	412	410	99.51	19.76
English Learners	180	180	100.00	14.44
Students with Disabilities	63	62	98.41	8.06
Students Receiving Migrant Education Services	11	11	100.00	9.09
Foster Youth	--	--	--	--
Homeless	23	22	95.65	4.35

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)

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
- 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, and it will be reviewed by SSC in Nov. 2019; 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.9	9.2	9.8
Expulsions Rate	0.0	0.0	0.0

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*	882.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	4	4	1	23		12		22		12	
1	19	4	6		15	8	4		17	9	6	
2	21	5	6		21	3	8		17	6	4	
3	21	3	6		16	8	4		19	3	8	
4	20	3	4		22	3	6		23	3	6	
5	18	8	4		28		7		29	1	6	
6	17	6	6		21	3	6		22	3	6	
Other**	30		2									

*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.

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.

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	\$7,741	\$1,341	\$6,399	\$72,909
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	-7.9	0.0
School Site/ State	-20.9	-10.2

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.