



# Monroe Elementary

2236 E. Eleventh St. • Stockton, CA 95206 • (209) 933-7250 • Grades K-8

Mary Lou Rios, Principal

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

## 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  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### 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**

Scot McBrian  
**Area 6**

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**

#### **Principal's Message**

Monroe enjoys a rich history of academic and cultural excellence that is the result of a collegial partnership between the school staff, parents and community partnerships who provide a diversity of experiences for the students.

Monroe's administration, parents, teachers and support staff work as a partnership to promote a mutual respect between home and school, to respect and appreciate the diverse groups and cultures. Monroe School communication is vital between parents and school, we implement outreach strategies to provide information, educate and support parents. Monroe continues to build a strong collaboration and partnerships with parents and families of the students we teach.

Our school is a K-8 school with full-day kindergarten and Head Start Preschool classes. Monroe strives to become a high-performing school, our goal is to provide an academically rigorous learning environment with mastery of the Common Core grade level standards in reading, writing, and mathematics which forms the foundation of the instructional program for all of our students. Monroe continues to strive for the one to one ratio with our touch screen computers. We continue to maximize our instructional minutes through targeted instruction and implementation of research-based instructional strategies. Monroe Teachers continue to grow professionally as they attend on-going Professional Learning Community trainings, work in Teacher collaborative Action Team (CAT) to discuss effective teaching practices, A-Z training in math and reading, district staff development and receive in class support from the Assistant Principal and Principal. Teachers use Common Formative assessments, benchmark tests and the Bader Assessment which are given to students throughout the year to monitor their academic progress. Teacher CAT (Collaborative Action Teams) meeting and RTI (Response To Intervention) Team use data to academically group students and drive instruction to meet the needs of our Monroe students. The Administrator, staff and Monroe's MTSS (Multi-tiered Systems of Student Support) Team provide a safe and orderly campus where your student may focus his/her energy on learning. All students have the opportunity to meet their maximum potential with the guidance and support of Monroe School's fully trained teachers and support staff. Monroe School is currently certified in both AVID Elementary and Secondary. We prescribe to the AVID mission statement that says to support student learning and close the achievement gap by preparing all students for college and career readiness to be successful in a global society.

Monroe looks forward to working with you to create new opportunities and new accomplishments for our students this year.

Mary Lou Rios, PRINCIPAL

#### **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	59
Grade 1	67
Grade 2	67
Grade 3	74
Grade 4	59
Grade 5	64
Grade 6	64
Grade 7	61
Grade 8	58
<b>Total Enrollment</b>	<b>573</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.7
American Indian or Alaska Native	1.6
Asian	11.7
Filipino	0.3
Hispanic or Latino	72.8
Native Hawaiian or Pacific Islander	0.2
White	2.1
Two or More Races	2.6
Socioeconomically Disadvantaged	85.7
English Learners	34
Students with Disabilities	7.3
Foster Youth	1.2
Homeless	1

## 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 Monroe Elementary	17-18	18-19	19-20
With Full Credential	23	23	22
Without Full Credential	2	2	1
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 Monroe Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

##### 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.

##### 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.
- The custodians will check all common areas for cleanliness and vandalism.
- The common areas will be cleaned daily by the school custodians, and maintained by students through site expectations.
- Noon duty supervisors will assist in the preparation and cleaning of the cafeteria.
- The Campus Safety Assistant (CSA) will assist in the maintenance of behavior and number of infractions in the hallways, restrooms, and playground.
- Staff assigned for yard and after school duty will assist in enforcing rules and procedures on the playground and in common areas.
- Students and staff will take responsibility for maintaining safe, clean, and litter/graffiti-free common areas.
- Daily communication between the Principal and Head Custodian to ensure the site physical plant is maintained appropriately. Any deficiency noted on the site inspection will be put into a work order, with attention to the

**Risk Management Department.**

- Monroe has an annual visit from the San Joaquin County Office of Education to conduct Williams Act visit monitoring curriculum and the physical environment for compliance purpose.
- The campus will be secured daily, with one main entrance which is monitored by office staff.
- Check-in procedures for all visitors will be in place, complete with sign in logs, visitor badges, and Megan’s
- Law clearance for volunteers.

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: 6/26/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	East boys R/R: entrance door & frame-paint, north wall tile holes-fill in, ceiling - paint East Girls R/R: entrance door& frame-paint, sinks-replace chalking Kitchen: entrance door & frames-paint,interior doors and frames-paint, walls-paint Multipurpose Room: entrance double doors & frames-paint, interior walls-paint, custodial closet walls & book shelves-paint P-31: entrance door& frame-paint, carpet-replace, dumtar-repair, ceiling tiles-replace some Rm-16: entrance door& frame-paint, data box south wall -resecure, walls-paint, interior doors&frames-paint, cabinets& bookshelves-paint Rm-3: entrance doors & frame-paint, walls-paint, north bookshelves-paint, west wall hole-fillin & paint Rm-8: entrance door& frame-paint, north window plastic faded-replace, north counter top-repair, cabinets& bookshelves-paint, walls-paint, east wall clock cover plate missing-replace, South Boys R/R: entrance door and frame-paint, ceiling holes-fill in & paint,wall tiles holes-fill in, partitions carved into-replace South Girls R/R: entrance door & frame-paint, sinks-replace chalking
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Rm-16: entrance door& frame-paint, data box south wall -resecure, walls-paint, interior doors&frames-paint, cabinets& bookshelves-paint Rm-8: entrance door& frame-paint, north window plastic faded-replace, north counter top-repair, cabinets& bookshelves-paint, walls-paint, east wall clock cover plate missing-replace,

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	East Girls R/R: entrance door& frame-paint, sinks-replace chalking Rm-16: entrance door& frame-paint, data box south wall -resecure, walls-paint, interior doors&frames-paint, cabinets& bookshelves-paint South Girls R/R: entrance door & frame-paint, sinks-replace chalking
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	East boys R/R: entrance door & frame-paint, north wall tile holes-fill in, ceiling - paint East Girls R/R: entrance door& frame-paint, sinks-replace chalking Kitchen: entrance door & frames-paint,interior doors and frames-paint, walls-paint Multipurpose Room: entrance double doors & frames-paint, interior walls-paint, custodial closet walls & book shelves-paint P-31: entrance door& frame-paint, carpet-replace, dumtar-repair, ceiling tiles-replace some Rm-16: entrance door& frame-paint, data box south wall -resecure, walls-paint, interior doors&frames-paint, cabinets& bookshelves-paint Rm-3: entrance doors & frame-paint, walls-paint, north bookshelves-paint, west wall hole-fillin & paint Rm-8: entrance door& frame-paint, north window plastic faded-replace, north counter top-repair, cabinets& bookshelves-paint, walls-paint, east wall clock cover plate missing-replace, South Boys R/R: entrance door and frame-paint, ceiling holes-fill in & paint,wall tiles holes-fill in, partitions carved into-replace South Girls R/R: entrance door & frame-paint, sinks-replace chalking
<b>Overall Rating</b>	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	18	24	28	31	50	50
Math	16	19	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	20.3	23.4	4.7
7	18.0	21.3	11.5

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	380	378	99.47	23.54
Male	199	198	99.50	19.19
Female	181	180	99.45	28.33
Black or African American	31	31	100.00	29.03
American Indian or Alaska Native	--	--	--	--
Asian	47	47	100.00	38.30
Filipino	--	--	--	--
Hispanic or Latino	277	275	99.28	21.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	325	323	99.38	21.67
English Learners	212	210	99.06	17.62
Students with Disabilities	37	37	100.00	10.81
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	100.00	0.00

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	380	377	99.21	18.57
Male	199	197	98.99	19.80
Female	181	180	99.45	17.22
Black or African American	31	31	100.00	12.90
American Indian or Alaska Native	--	--	--	--
Asian	47	47	100.00	29.79
Filipino	--	--	--	--
Hispanic or Latino	277	274	98.92	18.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	325	322	99.08	16.77
English Learners	212	209	98.58	15.79
Students with Disabilities	37	37	100.00	5.41
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	100.00	0.00

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)

Parents receive notification on student progress through weekly reports from classroom Dojo website, trimester progress reports and trimester standardized report cards. Standards and research-based instruction information is provided to parents during Back-to-School-Night, AVID Night, Math Scholars, ELAC meetings, Parent Coffee Connection meetings, and Parent Conferences or Workshops. Students are included during meetings by presenting class projects, skits, songs for parents to demonstrate the on-going learning in the classroom and increase parent participation during parent meetings. Themed-event nights: As Fall Festival, PTA Ice Cream Social, Literacy Night and community sponsored events are also used as incentive to get parents more involved at Monroe. Monroe's Renaissance Awards Assemblies are held after a trimester to celebrate student achievement. Announcements and important information are communicated via School Messenger, an automated phone dialer system, weekly communicator with notices and a Principal's Monthly Newsletter. Home contact and home visits are made by the counselor, teachers, administrators, office staff, community assistant and Resource Teacher.

Monroe offer grade level workshop classes and ESL classes for parents. Monroe encourages and supports district parent training which empowers parents with the skills to create a home environment with structure and discipline that promotes learning. Monroe library provides parents with skills, resources, and books for building Family Literacy.

Title I Parent Education is facilitated by the community assistant, counselor and administration. Through the Parent Coffee Connection, which is held once a month educates parents in academic, behavior, and social development. Parent Coffee Connection is provided to parents in both English and Spanish. Community agencies and other family resources provide information and training. The Parent Involvement Policy is located in the Analysis of Current Instruction section of the School Plan for Student Achievement. A parent/student/teacher three-way compact is sent home at the beginning of each year for parents and students to sign and return. Parents and community members who wish to become a part of the school community and participate should call the school's office or register online Be-A-Mentor program (school volunteer).



**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**

Monroe updated its REMS Safety Plan August 2017 to adjust to the reduction in support staff. Monroe 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 reviewed on 5/13/17 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, and must display their passes at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.7	9.4	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*	1432.5

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

\* 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	23	1	2		22		3		20	3		
1	23	1	4		18	4	1		22		3	
2	17	3	2		17	3	3		22		3	
3	17	3	2		16	3	2		25		3	
4	18	3	1	1	18	3	2		30		2	
5	22	2	2		22	2		2	32		2	
6	23	1	2		12	9	2		14	7	2	
Other**												

\*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/](http://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	\$7,334	\$542	\$6,792	\$68,173
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	-2.0	-6.7
School Site/ State	-19.6	-16.9

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.

### 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