



San Joaquín Elementary School

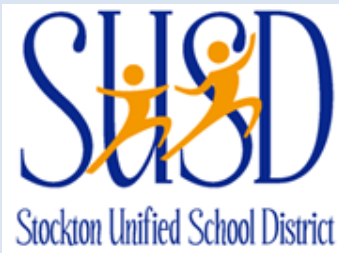
2020 South Fresno Avenue • Stockton, CA, 95206 • (209) 933-7280 • Grades K-8

Valente Aguilar Jr., Principal

vaguilar@stocktonusd.net

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

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

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**

School Description

It is the responsibility of ALL San Joaquín Faculty and Staff, in cooperation with parents and members of the community, to do everything in our power to ensure that ALL STUDENTS receive the education they deserve and which will prepare them to be successful in High School.

San Joaquin's 10-Point Plan for Student Achievement is as follows:

- 1) Every student exceeds his or her ELA & Mathematics target goals by at least 10% as measured by the Spring, 2019 Measures of Academic Progress (MAP) Tests.
- 2) Collectively, San Joaquin Elementary School students will advance by 5% on both the Mathematics and ELA sections of the 2018 SBAC.
- 3) Every EL student will advance by at least 1 achievement level on the CELDT (California English Language Development Test).
- 4) By the end of the 2018/2019 school year, every 3rd grade student will read fluently and with comprehension of at least 3.4-3.9 as demonstrated by the 2019 SBAC.
- 5) Among San Joaquin's professional learning community, there is demonstrated strong commitment to student achievement among teaching professionals, classified staff, support personnel, parents, pupils and the administration.
- 6) Teachers, administrators and support staff analyze student assessment data in order to plan instruction which leads to at least a 5% gain in student achievement, as measured by Spring 2019 SBAC and MAP ELA & Mathematics assessment results.
- 7) There is demonstration of K-8 AVID implementation at San Joaquin Elementary.
- 8) Teacher professional development focuses on student data analysis, planning for and implementation of Best Instructional Practices, and continuous assessment to determine the degree of student mastery
- 9) San Joaquin Elementary demonstrates commitment to Positive Behavior Intervention Strategies in order to improve student behavior and school climate.
- 10) San Joaquin Elementary will increase parent involvement by offering monthly parent education coffee hours, quarterly English Language Parent Involvement Committee meetings and opportunities to volunteer on campus.

Our commitment to San Joaquin students and their families is to “grow” motivated, inquisitive, creative scholars who impact the global community.

MISSION STATEMENT: The purpose of San Joaquin Elementary School is to provide a professional learning community where high expectations and rigorous learning opportunities prepare all students to meet or exceed grade level standards, as well as meet the future demands of the 21st Century global community.

VISION STATEMENT: San Joaquin Elementary School shall promote a college and career centered learning environment where academic excellence, character development, leadership and service to the community are defining elements of the educational program.

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	95
Grade 1	74
Grade 2	75
Grade 3	75
Grade 4	93
Grade 5	100
Grade 6	101
Grade 7	104
Grade 8	108
Total Enrollment	825

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	1.5
Asian	4.5
Filipino	13.6
Hispanic or Latino	62.2
Native Hawaiian or Pacific Islander	1.1
White	3.8
Two or More Races	2.3
Socioeconomically Disadvantaged	68.4
English Learners	18.8
Students with Disabilities	9.5
Foster Youth	1.6
Homeless	1.7

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 San Joaquin	17-18	18-19	19-20
With Full Credential	28	27	26
Without Full Credential	6	9	8
Teaching Outside Subject Area of Competence	0	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 San Joaquin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	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
<p>Reading/Language Arts</p>	<p>K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

San Joaquin Elementary School was dedicated in August 1999. The condition of the buildings at San Joaquin Elementary School is good.

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR).

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. Administrators work daily with the custodial staff to develop cleaning schedules to ensure a safe as well as immaculate campus.

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: 7/11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	BB-3: entrance door & frame- paint, countertop-repair, ceiling tiles stained-replace soom M/p West Girls R/R: hallway-paint, handicap stall wall tiles- fill in holes Multipurpose Room: entrance door & frame-paint, in-walls tables frame-paint, stage stairs-repair, stage white board-replace, stage walls-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	A-8: entrance door & frame-paint, sink cabinet-paint B-1: entrance door & frame-paint, sink cabinet-paint B-East Girls R/R: entrance door & frame-paint, handicap stall toilet seat-replace, entrance kickdown rubber tip-replace D-1: entrance door & frame & windowsills-paint, restroom wall tiles-repair some
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	A-8: entrance door & frame-paint, sink cabinet-paint B-1: entrance door & frame-paint, sink cabinet-paint BB-3: entrance door & frame- paint, countertop-repair, ceiling tiles stained-replace soom B-East Boys R/R: entrance door & frame-paint, ceiling light covers-remove dead bugs, mirror-replace B-East Girls R/R: entrance door & frame-paint, handicap stall toilet seat-replace, entrance kickdown rubber tip-replace CC-3: entrance door& frame-paint D-1: entrance door & frame & windowsills-paint, restroom wall tiles-repair some Kitchen: entrance door & interior doors & frames-paint Multipurpose Room: entrance door & frame-paint, in-walls tables frame-paint, stage stairs-repair, stage white board-replace, stage walls-paint
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	28	32	28	31	50	50
Math	19	21	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	13.5	4.2
7	24.8	19.8	13.9

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	568	566	99.65	31.98
Male	272	272	100.00	26.84
Female	296	294	99.32	36.73
Black or African American	63	63	100.00	11.11
American Indian or Alaska Native	11	10	90.91	10.00
Asian	23	23	100.00	39.13
Filipino	74	74	100.00	51.35
Hispanic or Latino	358	357	99.72	30.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	23.53
Two or More Races	16	16	100.00	37.50
Socioeconomically Disadvantaged	399	397	99.50	27.96
English Learners	201	201	100.00	22.39
Students with Disabilities	67	65	97.01	9.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	567	565	99.65	21.24
Male	272	272	100.00	23.53
Female	295	293	99.32	19.11
Black or African American	63	63	100.00	6.35
American Indian or Alaska Native	11	10	90.91	10.00
Asian	23	23	100.00	17.39
Filipino	74	74	100.00	41.89
Hispanic or Latino	357	356	99.72	19.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	17.65
Two or More Races	16	16	100.00	25.00
Socioeconomically Disadvantaged	398	396	99.50	18.94
English Learners	200	200	100.00	14.50
Students with Disabilities	67	65	97.01	3.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 play a pivotal role in the academic success of their children. At San Joaquin School we encourage and welcome the support and participation of parents as we strive to advance each child to proficiency in English Language Arts, Mathematics, and Science. Parents can support learning at San Joaquin School by:

- 1) Making sure their children arrive at school every day on time and ready to learn.
- 2) Providing adequate rest and appropriate diet.
- 3) Checking homework and making sure it is in student's back pack and ready for the next day.
- 4) Ensuring that their child reads 20-30 minutes per day.
- 5) Drilling your child daily until he/she knows all grade-level-appropriate math facts.
- 6) Establishing rules at home which will carry over into the school setting.
- 7) Support the school in the establishment and implementation of discipline policies.

Parent Participation Opportunities at San Joaquin School:

- 1) Parent Volunteer
- 2) Parent/teacher conferences
- 3) Back-to-School Night
- 4) Family: Literacy Night, Math Night, Science Night, & Technology Night
1. 3) Monthly parent education coffee meetings.
- 5) English Learner Parent Involvement Committee
- 6) School Site Council
- 7) Parent Teachers Organization (PTO)
- 8) Assist with extracurricular activities.
- 9) Chaperone field trips.
- 10) Assist with coaching sports and cheerleading teams.

All school volunteers must have fingerprint and TB clearance by Stockton Unified School District. Parents and community members are encouraged to contact the school office for more information about volunteering at San Joaquin School.

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

San Joaquin School places strong emphasis upon ensuring the safety of students and staff. The administration, campus security assistant, custodial team and staff continually monitor our school’s facilities to ensure compliance with all federal, state and district level health and safety guidelines. In the event of a facility or campus emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate students and staff as per San Joaquin’s Readiness and Emergency Management School Plan (REMS). Key elements of the plan include a list of REMS personnel and the responsibilities of each, emergency drill schedule, facilities inspection routines, school-wide emergency procedures, evacuation guidelines, and a schedule of REMS Table Talk preparedness exercises for staff. This plan was updated on July 1, 2017.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	5.1	3.5
Expulsions Rate	0.1	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.7

* 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	17	4	4		14	8			16	4	4	
1	23	3	6		23	3	6		18	3	6	
2	21	4	6		21	3	6		18	3	6	
3	22	3	6		21	3	6		18	3	6	
4	25	3	2	4	24	3	6		23	3	6	
5	23	3	6		24	3	5	1	23	3	6	
6	21	6		6	19	6	2	4	20	5	6	
Other**									3	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.

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	\$6,962	\$1,030	\$5,932	\$74,852
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	-15.5	2.6
School Site/ State	-30.2	-7.6

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

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.