McKinley Elementary

30 W. Ninth St. • Stockton, CA 95206 • (209) 933-7245 • Grades K-8
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http://www.stocktonusd.net/McKinley

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

Principal's Message:
"Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful." Thus, McKinley school staff takes responsibility for working with students by providing the academic and social skills necessary to guide and facilitate them being safe, organized, accountable and respectful (SOAR). We acknowledge the importance of building strong positive relationships with students, parents, and community members. The staff strives to provide a safe and nurturing learning environment in which students are able to focus on learning. Teachers foster academic achievement and deliver rigorous instruction to prepare each student to be college, career, and community ready. Hence, teachers' continuous professional growth is focused on learning, collaboration, data-driven instruction, and pedagogy. In addition, our school exclusively offers a Late Exit Bilingual Program in kindergarten through sixth grade in which Spanish speaking students are provided comprehensible content in their native language to ultimately become successful bi-literate students. McKinley School teachers implement Advancement Via Individual Determination (AVID) strategies and philosophy. AVID is an academic support system that holds students accountable to higher standards and provides students with academic and social supports. Furthermore, Peer Leaders Uniting Students (PLUS) is a youth facilitated program that utilizes social leadership qualities to connect all students on campus. The student-lead PLUS team facilitates many extra-curricular activities at school and provide community-building forums for younger students. In addition, McKinley's staff instills academic and social responsibility, mutual respect, and self-confidence through the implementation of Positive Behavior Intervention & Supports (PBIS). Each student can and will learn at McKinley School because we are committed to the development of the whole child and celebrate their individual growth. I am very proud to represent the community of McKinley Elementary School.

Mission:
McKinley Elementary staff delivers rigorous instruction which prepares each student for their journey towards college and career readiness. We are committed to the development of the whole child and celebrating their individual growth.

McKinley Vision Statement
Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful.

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	69
Grade 1	105
Grade 2	123
Grade 3	115
Grade 4	88
Grade 5	85
Grade 6	90
Grade 7	94
Grade 8	96
Total Enrollment	865

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.7
Asian	3
Filipino	10.6
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	0.2
White	2
Two or More Races	1.4
Socioeconomically Disadvantaged	87.7
English Learners	44.2
Students with Disabilities	7.1
Foster Youth	0.6
Homeless	6.7

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 McKinley Elementary	17-18	18-19	19-20
With Full Credential	30	27	30
Without Full Credential	3	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 McKinley Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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)

McKinley School was built in 1951 and it expanded though the years with the addition of portable classrooms.

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.

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.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. McKinley School currently has three full time custodians. The Assistant Principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. McKinley's custodian team conduct daily cleaning of all classrooms, restrooms, cafeteria, offices, library, and hallways. Our school grounds are kept up to federal and state safety regulations.

During the month of September of 2017, the carpets of six classrooms was replaced in order to provide a clean and healthy classrooms for our students.

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: 7/1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	across rm-15 BoysR/R: walls-paint, entrance door frame-paint, handicap stall wall tiles holes-fill in Multipurpose Room: celing tiles stained-replace some, entrance double doors & frames-paint P-D: ramp & handrails-paint, sink counter top-repair, dumtar-repair Rm-20: entrance door & frame -paint, walls patch-paint Rm-6: entrance door & frame-paint, walls-paint, cabinets frames-paint Rm-9: sink counter top-repair, walls-paint South intermediate BoysR/R: ceiling-paint, ceiling light lens cover broken-replace South intermediate Girls R/R: entrance door & frame-paint, ceiling-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	South intermediate BoysR/R: ceiling-paint, ceiling light lens cover broken-replace
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Kitchen: restroom walls-paint P-D: ramp & handrails-paint, sink counter top-repair, dumtar-repair Rm-9: sink counter top-repair, walls-paint
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	across rm-15 BoysR/R: walls-paint, entrance door frame-paint, handicap stall wall tiles holes-fill in across rm-15 Girls R/R: entrance door & frame-paint Multipurpose Room: celing tiles stained-replace some, entrance double doors & frames-paint P-D: ramp & handrails-paint, sink counter top-repair, dumtar-repair P-Q: ramp & handrails-paint Rm-20: entrance door & frame -paint, walls patch-paint Rm-6: entrance door & frame-paint, walls-paint, cabinets frames-paint South intermediate Girls R/R: entrance door & frame-paint, ceiling-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	22	27	28	31	50	50
Math	18	20	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	12.8	9.3	2.3
7	15.8	12.6	6.3

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	572	550	96.15	27.09
Male	305	292	95.74	26.71
Female	267	258	96.63	27.52
Black or African American	25	24	96.00	20.83
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	35.29
Filipino	64	59	92.19	55.93
Hispanic or Latino	436	421	96.56	24.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	13	12	92.31	8.33
Socioeconomically Disadvantaged	507	493	97.24	26.17
English Learners	325	307	94.46	19.54
Students with Disabilities	66	63	95.45	4.76
Students Receiving Migrant Education Services	26	23	88.46	21.74
Foster Youth	--	--	--	--
Homeless	43	41	95.35	4.65

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	571	561	98.25	19.96
Male	304	297	97.70	23.57
Female	267	264	98.88	15.91
Black or African American	25	24	96.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	23.53
Filipino	64	63	98.44	44.44
Hispanic or Latino	435	428	98.39	17.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	13	12	92.31	16.67
Socioeconomically Disadvantaged	506	499	98.62	18.84
English Learners	324	318	98.15	16.67
Students with Disabilities	65	62	95.38	3.23
Students Receiving Migrant Education Services	26	26	100.00	19.23
Foster Youth	--	--	--	--
Homeless	42	41	97.62	2.38

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)
McKinley School has an inclusive partnership with parents and community members as we provide opportunities for training and involvement through the following programs:
- School Site Council
- Volunteers in classrooms, student supervision, and special projects
- After School Programs
- English Learner Advisory Committee (ELAC)
- Parent/Student conferences
- Parent/Teacher Organization (PTO)
- State Preschool Program
- Parent Coffee Hour workshops
- Nutritional Classes through Emergency Food Bank
- Student Assistance Program (SAP) / CARE Meetings & Student Study Team (SST)
- Parent Nights: Family functions with academic and extra-curricular emphasize
- Parent Workshops - CAPC Parent Cafe & Parents By Choice
- Parent Training through SUSD: RAD & ELPIC

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring attendance including being punctual
- Making sure homework is completed
- Notify the school if a child is absent
- Monitoring amount of television/video games the child watches
- Volunteering in the child's classroom
- Promoting the positive use of the child's extracurricular time
- Staying informed about the child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child, by phone or by mail and responding as appropriate
- Participating in, to the extent possible, on school advisory groups and committees
- Make all Doctor's and other appointments after school hours and not pick up students early from school

Parents and community members who wish to become a part of the school community and participate should adhere with set clearing process, call the school's office, and contact Mrs. Ambriz

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

Safety, Organization, Accountability, and Respect (SOAR) is the basis of our positive behavior system at McKinley Elementary. It is our goal to provide quality instruction in a safe, positive environment for all students. McKinley School implements a comprehensive school safety plan assuring all staff members at McKinley are aware of safety expectations and procedures.

McKinley School has a full-time Principal, a full-time Assistant Principal, and a part-time Assistant Principal who equally share the responsibilities of providing a safe and positive campus by supervising students, monitoring the campus for potentially unsafe situations, enforcing safety policies, and overseeing the implementation of safety procedures. McKinley School also has two full-time Counselors, an In-School Suspension Teacher, an Instructional Coach, and a full-time Program Specialist who are actively involved in the development and enforcement of safety procedures.

McKinley School gets support from SUSD Police Department and Stockton Police Department when necessary for any unsafe or unlawful situations. For emergencies, there is no hesitation to call 911. Also, McKinley School is fortunate to have access to a Stockton Police Department Chaplain who is available upon request.

McKinley School has 6 noon-duty supervisors. On any given day, 1-3 parents help with the supervision of students in the cafeteria and/or the playground. In addition, there are two (2) full-time Campus Security Assistants (CSA). In conjunction, the CSA and the noon-duty supervisors help enforce school rules, monitor the implementation of safety procedures, and supervise students during all transitions to include a recess, lunch, and passing periods. Noon-duty supervisors enforce school safety rules and procedures. The CSAs also inspect school property, report graffiti and vandalism, escort and direct authorized visitors to desired destinations, escort students to and from administrative offices, retrieve students as requested by administrators, and assist with helping all visitors to follow site safety procedures. The noon-duty supervisors and CSAs are CPR/First Aid trained so that they are better prepared for an emergency. CSAs attend yearly training by SUSD Police Department. The safety staff meets frequently with the administration to communicate any concerns in regards to the school climate and safety and problem-solve ways to make McKinley a safer place to learn and work.

McKinley School has formed a Positive Behavior Interventions & Supports (PBIS) Team, which meets monthly to review discipline data and review incentive programs for positive behavior. The team, led by the Assistant Principal, has re-evaluated the school-wide behavior management system, revamped and refined current practices, and aligned common goals and expectations throughout the common areas of the campus and individual classrooms. The team also plans many school spirit activities for our student body.

McKinley's comprehensive School Safety Plan was revised on April 2019. The Parent & Student Handbook is based on Positive Behavior Interventions & Supports (PBIS) and the premise of being Safe, Organized, Accountable, and Respectful (SOAR). It is our goal to provide quality instruction in a safe, positive environment for all students. McKinley School implements a comprehensive school safety plan assuring all members of McKinley's staff are aware of safety expectations and procedures. The school's Readiness and Emergency Management (revised 9/2018) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Parent training workshops are conducted each year to share emergency plan procedures, responsibilities, and expectations. Tabletop training for faculty and staff is conducted yearly, and teachers train the students on proper procedures in case of emergencies. In the event of a school emergency, the principal notifies appropriate site and district personnel. School and district safety protocol based on the Readiness and Emergency Management (REMS) plan is followed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	15.3	4.8	3.8
Expulsions Rate	0.0	0.1	0.2

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*	865.0

*   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	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
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* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	7		23		9		23		6	
1	24	2	7		24	3	9		17	6	9	
2	22	2	7		22	3	9		20	5	10	
3	23	2	7		21	2	7		19	4	10	
4	25	2	7		23	2	7		24	2	5	2
5	30	1	4	3	26	3	4	2	22	3	6	
6	27	1	7		25	2	7		24	3	6	
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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,857	$522	$6,336	$72,018
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	-8.9	-1.2
School Site/ State	-18.3	-11.4

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.