

Stockton Collegiate International Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Stockton Unified
Phone Number	(209) 933-7070
Superintendent	John Deasy
Email Address	jdeasy@stocktonusd.net
Website	www.stocktonusd.net

School Contact Information (School Year 2019—20)	
School Name	Stockton Collegiate International Elementary
Street	400 E. Main Street, Suite 131
City, State, Zip	Stockton, Ca, 95202
Phone Number	209-390-9861
Principal	Scott Luhn, Head of School / CEO
Email Address	info@stocktoncollegiate.org
Website	www.stocktoncollegiate.org
County-District-School (CDS) Code	39686760120725

Last updated: 6/11/2020

School Description and Mission Statement (School Year 2019—20)

Stockton Collegiate International Elementary School, authorized by SUSD, is an independent charter school operated by Stockton Collegiate International Schools, a non-profit, 501(c)(3) corporation.

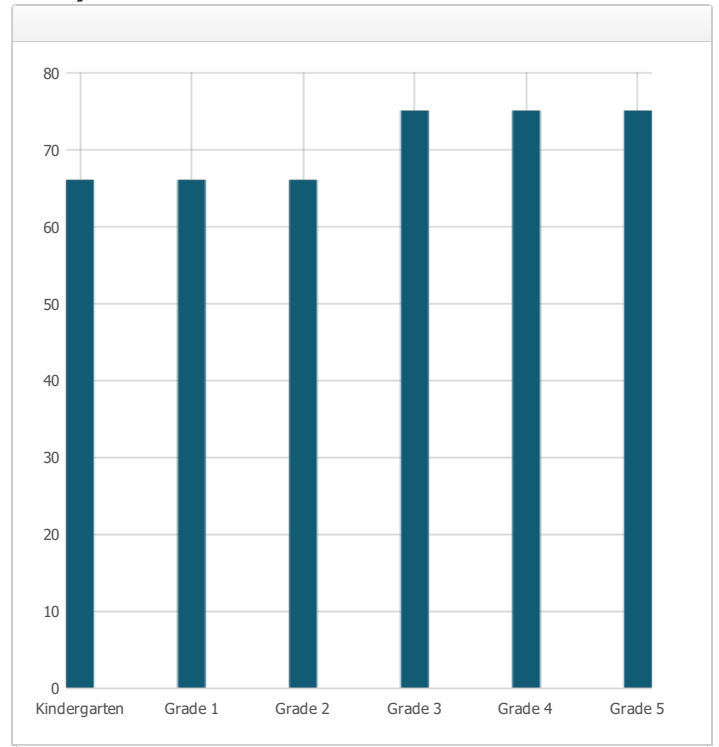
Stockton Collegiate Elementary is an authorized International Baccalaureate (IB) World School offering the Primary Years Program for kindergarten through fifth grades. IB encourages a global perspective and promotes engaged and active participation by the students in their own learning through inquiry-based, student-centered learning and teaching within a liberal arts curriculum. Stockton Collegiate students develop the critical thinking and problem solving skills that are the mark of 21st century education.

Stockton Collegiate International Schools is an IB continuum school, offering three IB Programs: the Primary Years Program (K-5), the Middle Years Program (6-10), and the Diploma Program (11-12). We believe that the children of Stockton are capable and enthusiastic learners and that they deserve the opportunity for a broad, high quality, integrated liberal arts education. We serve interested students in Stockton and neighboring communities by offering a quality program that is free, public, and open to all students.

Last updated: 6/11/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	66
Grade 1	66
Grade 2	66
Grade 3	75
Grade 4	75
Grade 5	75
Total Enrollment	423



Last updated: 6/11/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	8.00 %
American Indian or Alaska Native	%
Asian	10.00 %
Filipino	8.00 %
Hispanic or Latino	65.00 %
Native Hawaiian or Pacific Islander	0.50 %
White	9.00 %
Two or More Races	8.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	58.00 %
English Learners	17.00 %
Students with Disabilities	7.00 %
Foster Youth	0.00 %
Homeless	%

A. Conditions of Learning

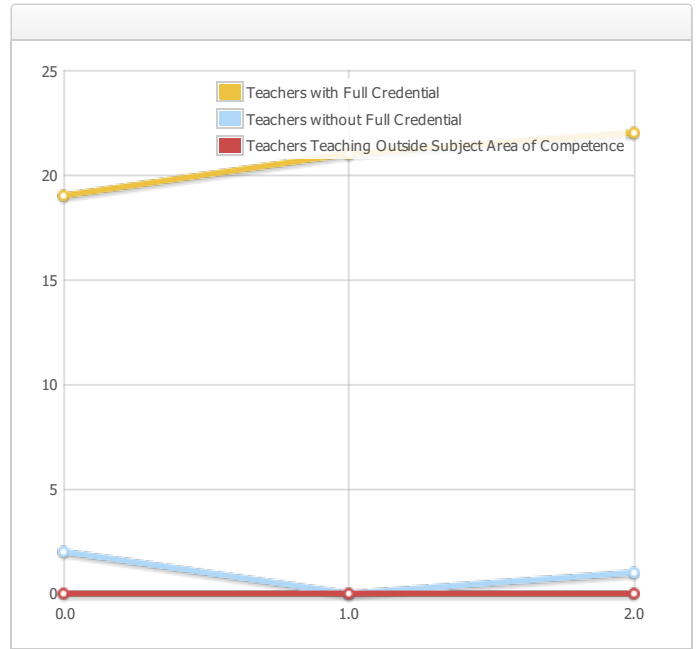
State Priority: Basic

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

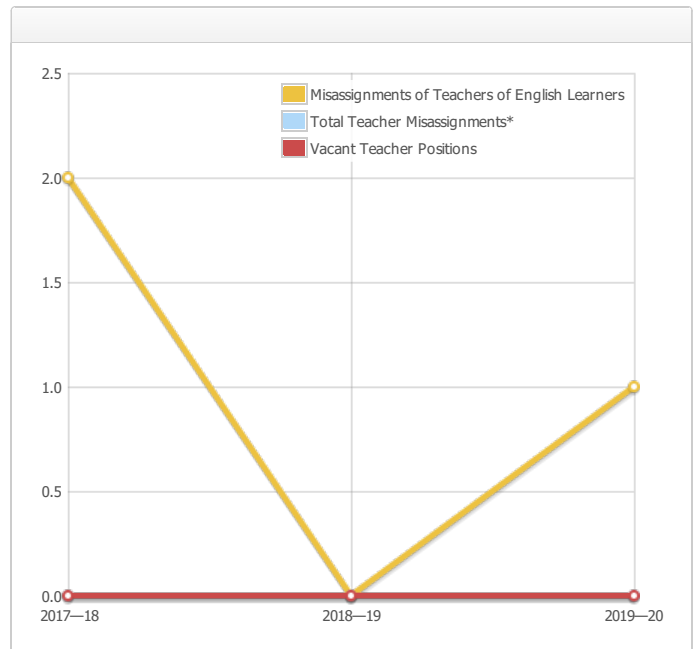
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	19	21	22	
Without Full Credential	2	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 6/11/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	2	0	1
Total Teacher Misassignments*	0	0	0
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.

Last updated: 6/11/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SCIS Elementary uses <i>Units of Study for Teaching Reading and Writing Pathways</i> from Teachers College Reading and Writing Project.	Yes	0.00 %
Mathematics	SCIS Elementary uses <i>Everyday Math</i> from the University of Chicago.	Yes	0.00 %
Science	SCIS Elementary's science instruction is part of the school's Program of Inquiry and follows the <i>PYP Science Scope and Sequence</i> guide and the <i>Science across the IB Continuum</i> guide as it is integrated with Common Core Standards.	Yes	0.00 %
History-Social Science	SCIS Elementary's History-Social Science instruction is part of the school's Program of Inquiry and follows the <i>PYP Social Studies Scope and Sequence</i> guide and the <i>Social Science across the IB Continuum</i> guide as it is integrated with Common Core State Standards.	Yes	0.00 %
Foreign Language			0.00 %
Health	SCIS Elementary's health instruction follows the <i>PYP Personal, Social, and Physical Education Scope and Sequence</i> guide.	Yes	0.00 %
Visual and Performing Arts	SCIS Elementary's visual and performing arts curriculum is provided in conjunction with the school's Program of Inquiry and is guided by the <i>PYP Arts Scope and Sequence</i> guide.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/11/2020

School Facility Conditions and Planned Improvements

School facilities are maintained by school janitorial staff and by the landlord's maintenance staff. Repairs are made in a timely manner whenever an issue arises.

Last updated: 6/11/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good
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Last updated: 6/11/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	50.0%	28.0%	31.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	48.0%	21.0%	21.0%	38.0%	39.0%

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.

Last updated: 6/11/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	223	100.00%	0.00%	50.22%
Male	100	100	100.00%	0.00%	53.00%
Female	123	123	100.00%	0.00%	47.97%
Black or African American	17	17	100.00%	0.00%	41.18%
American Indian or Alaska Native					
Asian	11	11	100.00%	0.00%	63.64%
Filipino	--	--	--	--	
Hispanic or Latino	151	151	100.00%	0.00%	44.37%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	16	16	100.00%	0.00%	50.00%
Two or More Races	17	17	100.00%	0.00%	88.24%
Socioeconomically Disadvantaged	130	130	100.00%	0.00%	44.62%
English Learners	58	58	100.00%	0.00%	32.76%
Students with Disabilities	23	23	100.00%	0.00%	26.09%
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.

Last updated: 6/11/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	222	222	100.00%	0.00%	48.20%
Male	100	100	100.00%	0.00%	54.00%
Female	122	122	100.00%	0.00%	43.44%
Black or African American	17	17	100.00%	0.00%	35.29%
American Indian or Alaska Native					
Asian	11	11	100.00%	0.00%	72.73%
Filipino	--	--	--	--	
Hispanic or Latino	150	150	100.00%	0.00%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	16	16	100.00%	0.00%	62.50%
Two or More Races	17	17	100.00%	0.00%	88.24%
Socioeconomically Disadvantaged	130	130	100.00%	0.00%	39.23%
English Learners	58	58	100.00%	0.00%	32.76%
Students with Disabilities	23	23	100.00%	0.00%	17.39%
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.

Last updated: 6/11/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	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.

Last updated: 6/11/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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.

Last updated: 6/11/2020

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)

Stockton Collegiate recognizes that parents are an important part of a student's successful education. Parents are invited to participate with their student in the regular learning extension activities at home that are designed to build on the learning activities in the classroom. Parents support their student's education by supporting regular attendance as one of the essential components of academic success.

Stockton Collegiate students lead Parent/Student conferences with their teachers three times per year. These conferences help guide parent engagement in student-specific ways designed to support each individual student.

Parents are invited to volunteer in various capacities after clearance in accordance with Stockton Collegiate's policy for volunteers. They are also invited to share their expertise in the classroom when there is an appropriate match with the curriculum.

State Priority: Pupil Engagement

Last updated: 6/11/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	1.90%	2.00%	7.60%	6.90%	6.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 6/11/2020

School Safety Plan (School Year 2019—20)

Stockton Collegiate implements procedures that are designed to ensure the health and safety of students and staff. The school works with the local public safety officials to ensure appropriate anticipation of and responses to emergency situations. The school's procedures are reviewed annually and updated as necessary. The Safety Plan is scheduled for a comprehensive review in 2019-20.

Last updated: 6/11/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		3	
1	22.00		3	
2	25.00		3	
3	25.00		3	
4	25.00		3	
5	25.00		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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		3	
1	22.00		4	
2	22.00		3	
3	25.00		3	
4	25.00		3	
5	25.00		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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		3	
1	22.00		3	
2	22.00		3	
3	25.00		3	
4	25.00		3	
5	25.00		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.

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

Title	Ratio**
Counselors*	

*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 Number of Pupils per Counselor

Last updated: 6/11/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other	2.00

*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.

Last updated: 6/11/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10749.00	\$1174.00	\$9575.00	\$60584.00
District	N/A	N/A	\$6928.00	\$75370.00
Percent Difference – School Site and District	N/A	N/A	0.27%	0.20%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	0.22%	0.26%

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

Last updated: 6/11/2020

Types of Services Funded (Fiscal Year 2018—19)

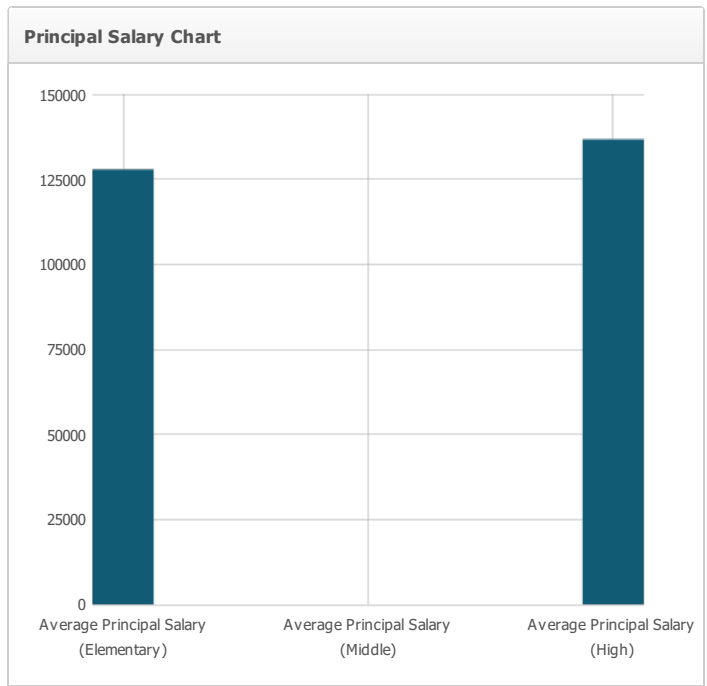
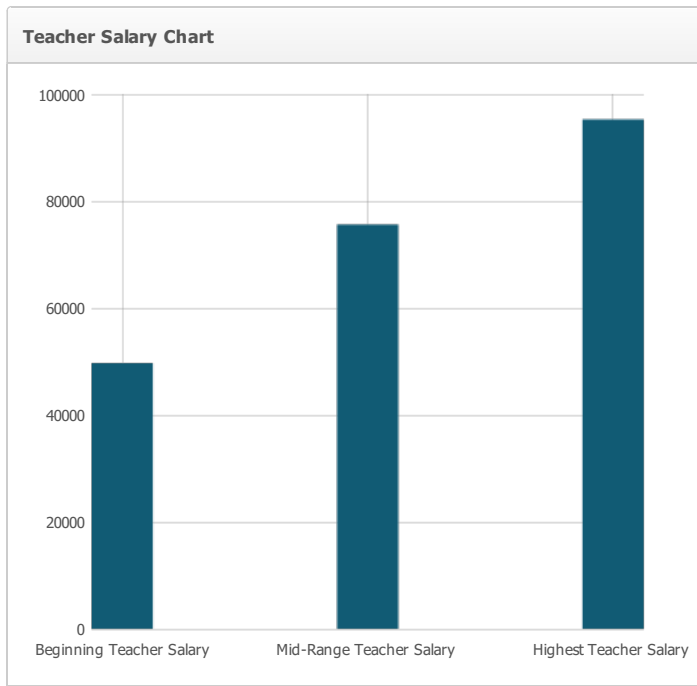
Stockton Collegiate's mission is to provide access to the globally recognized academic rigor of the International Baccalaureate Primary Years Program. That is the program Stockton Collegiate offers. Stockton Collegiate provides services that support all students in their pursuit of an IB education at Stockton Collegiate. These support services include staff to provide counseling services, targeted instruction, and comprehensive services for students with special needs.

Last updated: 6/11/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

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 (Elementary)	\$127,877	\$125,830
Average Principal Salary (Middle)	\$	\$131,167
Average Principal Salary (High)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796
Percent of Budget for Teacher Salaries	29.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 6/11/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	9