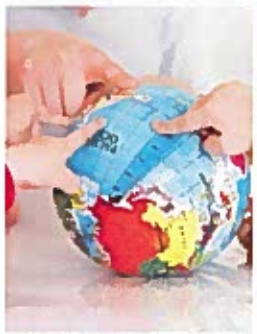
SARC



OUR MESSAGE

OUR SCHOOL

OUR TEACHERS

Hawkins Elementary School

2014-15
School Accountability Report Card

Published in 2015-16

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CDS Code: 39-68544-6117618

Principal's Message

Tom Hawkins Elementary School is a TK-8 school within the Jefferson School District. Our school is a unique learning community where teachers, parents, students, and administrators enjoy the mutual respect and care essential to growth and learning. Our school is a place where students not only feel cared for and safe, but academically challenged as well. Students develop the knowledge, skills, relationships and character necessary to be successful beyond their school years, and they leave Tom Hawkins prepared to be lifelong learners. We encourage our students to excel in all areas of their development including art, music, leadership, character and athletics. Our professional staff is committed to high academic and behavioral standards, assisting students in reaching their goals, and ongoing staff development to enrich their teaching expertise and research based repertoire of teaching practices. Our school faculty members have been working diligently toward transitioning to the California State Standards. We are committed to ensuring all of our students are college and career ready and armed with 21st-century skills by infusing technology and digital literacy in all of our classrooms.

What makes Hawkins a unique educational experience is the focus on student-centered events. On the first day of school, students are greeted by the staff with a red-carpet welcome. There are many student events throughout the year, such as Walk/Bike to School Day, Day of the Writer, Spelling Bee, Fun Fridays, dances, Rallies, Fund Run, Jump Rope for Heart, Halloween Parade and Concert, Hawkapalooza Music Festival, Red Ribbon Week, Artist in Residence, Family Science Night, Science and Math Olympiad, Science Fair, Young Mens' Leadership Group, Talent Show, Read Across America, and College Week. It is our belief that school should foster the passion of students in multiple disciplines beyond academia. We greatly value writing, science, art, music, leadership and athletics. The Hawkins community greatly values field-trip experiences. All grade levels take at least one field trip per year.

School Mission Statement

Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, providing school safety and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical education and character and know that all students have individual paths to success. Tom Hawkins students are leaders inside and outside of school and leave the halls of the school prepared for high school and success in the 21st century.

Parental Involvement

Parents are encouraged to take active roles in the educational process by participating in various committees such as the School Site Council, Hawkins Parent Faculty Club, the English Learner Advisory Committee, and GATE Committee; by attending monthly board meetings or Back-to-School Night, Open House, or classroom performances; and by volunteering in the classroom and at schoolwide activities. Our goal at Hawkins is to provide parents with many opportunities to become a vital component of the instructional process.

For more information on how to become involved, please visit our school website at www.jeffersonschooldistrict.com/hawkins, or contact Principal Christina Orsi at (209) 839-2380.

School Safety

Procedures and routines are reviewed with staff, students and parents. Key elements of the plan include providing for the safety and welfare of its students and staff, especially in a disaster situation, and to work cooperatively with other community agencies to prepare for and effectively deal with a disaster situation in our community. Our major goals are to save lives, protect property, and give aid to those in need in the event of a disaster. We hold practice drills monthly to ensure all staff, students and parents are aware of the necessary procedures to follow should a disaster or emergency arise. The Safety Committee meets to update and revise the plan.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2015.

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

"Teamwork Makes the Dream Work!"

JEFFERSON SCHOOL DISTRICT • LEARNING TODAY...LEADING TOMORROW •

Governing Board

Pete Carlson, president

Debbie Wingo, vice president

Dan Wells, clerk

Brian Jackman, member

Jacqueline Thomas, member

District Mission Statement

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be lifelong learners who are positive and productive citizens, prepared for life beyond Jefferson School District, and also care about education.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

"Our school is a unique learning community where teachers, parents, students, and administrators enjoy the mutual respect and care essential to growth and learning."

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring/ coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments, and professional learning community collaboration.

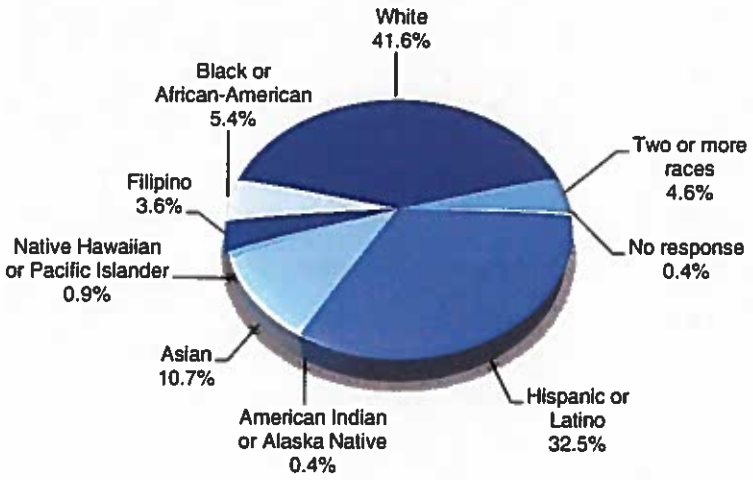
Professional Development Days — Three-Year Data

	2013-14	2014-15	2015-16
Traina ES	4 days	4 days	3 days

Enrollment by Student Group

The total enrollment at the school was 782 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2014-15 School Year



Socioeconomically disadvantaged	25.3%	English learners	12.7%	Students with disabilities	9.3%	Foster Youth	0.3%

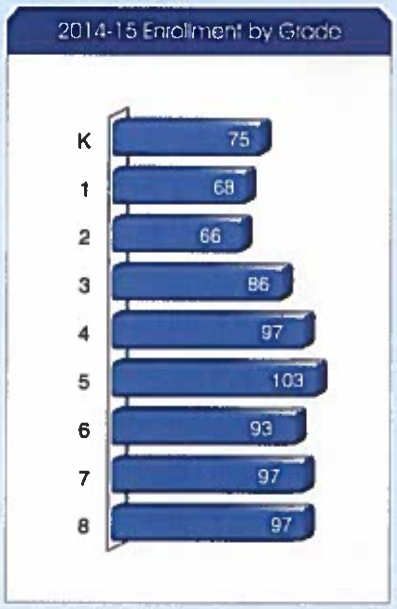
Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- English Language Acquisition Program (ELAP)
- School Safety
- PEER/Peer Assistance and Review (PAR)
- Class Size Reduction
- Beginning Teacher Support and Assessment (BTSA)

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



"Our school is a place where students not only feel cared for and safe, but academically challenged as well."

Suspensions and Expulsions

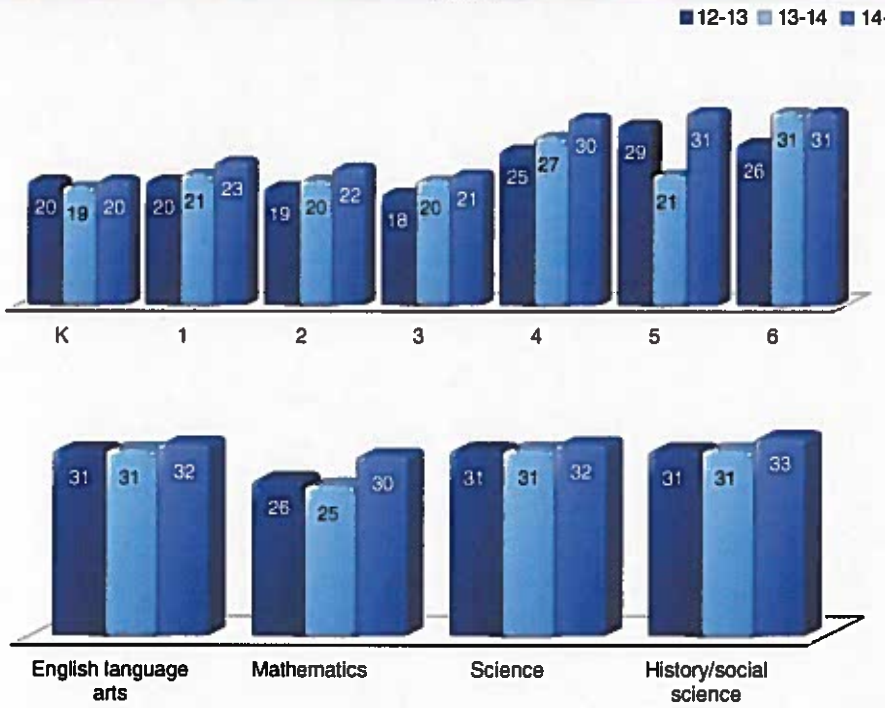
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Hawkins ES			
	12-13	**13-14**	**14-15**
Suspension rates	3.7%	3.7%	2.7%
Expulsion rates	0.0%	0.0%	0.0%
Jefferson SD			
	12-13	**13-14**	**14-15**
Suspension rates	4.4%	3.8%	3.5%
Expulsion rates	0.0%	0.0%	0.1%
California			
	12-13	**13-14**	**14-15**
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size — Three-Year Data



Number of Classrooms by Size — Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4			1	2	
1	4			3				3	
2	4			4				3	
3	4			4			1	3	
4		3			3			3	
5		3			3			3	
6		3			3			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		6			6			4	2
Mathematics		6			6		1	3	2
Science		6			6			3	3
History/social science		6			6			2	4

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria			2014-15 School Year
	Hawkins ES	Jefferson SD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year
	Hawkins ES	Jefferson SD
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

○ Not applicable. This AYP indicator is only applicable for high schools.

✧ Not applicable. This school and district are not in Program Improvement.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	14.3%
Five of six standards	18.4%
Six of six standards	50.0%
Grade 7	
Four of six standards	14.6%
Five of six standards	25.0%
Six of six standards	52.1%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels									Three-Year Data
	Hawkins ES			Jefferson SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	68%	66%	57%	67%	73%	65%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	65%
All students at the school	57%
Male	57%
Female	58%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	63%
Filipino	❖
Hispanic or Latino	51%
Native Hawaiian or Pacific Islander	❖
White	66%
Two or more races	❖
Socioeconomically disadvantaged	43%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Hawkins ES	Jefferson SD	California
English language arts/literacy	51%	50%	44%
Mathematics	36%	41%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	86	86	100.0%	26%	23%	31%	19%
Male		52	60.5%	35%	25%	25%	13%
Female		34	39.5%	12%	21%	41%	26%
Black or African-American		4	4.7%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	11.6%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		29	33.7%	34%	31%	14%	21%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		33	38.4%	27%	18%	30%	24%
Two or more races		10	11.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		20	23.3%	50%	5%	20%	20%
English learners		12	14.0%	42%	50%	8%	0%
Students with disabilities		12	14.0%	67%	25%	8%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	86	85	98.8%	20%	39%	28%	13%
Male		51	59.3%	25%	37%	24%	14%
Female		34	39.5%	12%	41%	35%	12%
Black or African-American		4	4.7%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	10.5%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		29	33.7%	28%	41%	14%	17%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		33	38.4%	18%	33%	39%	9%
Two or more races		10	11.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		19	22.1%	26%	58%	11%	5%
English learners		12	14.0%	42%	42%	8%	8%
Students with disabilities		12	14.0%	67%	33%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	98	97	99.0%	29%	29%	26%	16%
Male		50	51.0%	38%	26%	22%	14%
Female		47	48.0%	19%	32%	30%	19%
Black or African-American		3	3.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		11	11.2%	9%	18%	27%	45%
Filipino		6	6.1%	❖	❖	❖	❖
Hispanic or Latino		38	38.8%	42%	32%	18%	8%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		32	32.7%	16%	31%	38%	16%
Two or more races		6	6.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		28	28.6%	50%	36%	4%	11%
English learners		17	17.3%	35%	41%	18%	6%
Students with disabilities		15	15.3%	93%	0%	0%	7%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	98	97	99.0%	30%	44%	23%	3%
Male		50	51.0%	34%	36%	26%	4%
Female		47	48.0%	26%	53%	19%	2%
Black or African-American		3	3.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		11	11.2%	18%	45%	36%	0%
Filipino		6	6.1%	❖	❖	❖	❖
Hispanic or Latino		38	38.8%	39%	50%	11%	0%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		32	32.7%	19%	41%	38%	3%
Two or more races		6	6.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		28	28.6%	50%	43%	7%	0%
English learners		17	17.3%	47%	47%	6%	0%
Students with disabilities		15	15.3%	87%	7%	7%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	103	102	99.0%	28%	28%	32%	10%
Male		52	50.5%	35%	27%	31%	8%
Female		50	48.5%	22%	30%	34%	12%
Black or African-American		12	11.7%	50%	17%	17%	8%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		11	10.7%	27%	27%	36%	9%
Filipino		3	2.9%	❖	❖	❖	❖
Hispanic or Latino		24	23.3%	42%	17%	33%	8%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		47	45.6%	17%	34%	38%	11%
Two or more races		2	1.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		27	26.2%	41%	30%	26%	0%
English learners		11	10.7%	73%	18%	9%	0%
Students with disabilities		16	15.5%	81%	6%	6%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 5 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	103	102	99.0%	38%	33%	21%	7%
Male		52	50.5%	42%	27%	23%	8%
Female		50	48.5%	34%	40%	18%	6%
Black or African-American		12	11.7%	67%	25%	0%	8%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		11	10.7%	27%	45%	18%	9%
Filipino		3	2.9%	❖	❖	❖	❖
Hispanic or Latino		24	23.3%	33%	46%	17%	4%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		47	45.6%	36%	26%	32%	6%
Two or more races		2	1.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		27	26.2%	48%	41%	11%	0%
English learners		11	10.7%	82%	18%	0%	0%
Students with disabilities		16	15.5%	94%	6%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	94	94	100.0%	15%	29%	43%	14%
Male		41	43.6%	20%	27%	49%	5%
Female		53	56.4%	11%	30%	38%	21%
Black or African-American		4	4.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	12.8%	8%	42%	25%	25%
Filipino		3	3.2%	❖	❖	❖	❖
Hispanic or Latino		30	31.9%	20%	33%	40%	7%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		42	44.7%	10%	21%	52%	17%
Two or more races		3	3.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		19	20.2%	37%	47%	11%	5%
English learners		11	11.7%	36%	45%	18%	0%
Students with disabilities		7	7.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	94	93	98.9%	24%	32%	29%	15%
Male		41	43.6%	29%	29%	29%	12%
Female		52	55.3%	19%	35%	29%	17%
Black or African-American		3	3.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	12.8%	25%	25%	17%	33%
Filipino		3	3.2%	❖	❖	❖	❖
Hispanic or Latino		30	31.9%	33%	30%	20%	17%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		42	44.7%	12%	38%	38%	12%
Two or more races		3	3.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	19.1%	44%	39%	11%	6%
English learners		11	11.7%	64%	27%	9%	0%
Students with disabilities		7	7.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	97	97	100.0%	7%	29%	47%	16%
Male		53	54.6%	8%	28%	49%	15%
Female		44	45.4%	7%	30%	45%	18%
Black or African-American		4	4.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		8	8.2%	❖	❖	❖	❖
Filipino		8	8.2%	❖	❖	❖	❖
Hispanic or Latino		30	30.9%	13%	43%	33%	10%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	45.4%	2%	23%	52%	23%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	25.8%	16%	40%	40%	4%
English learners		6	6.2%	❖	❖	❖	❖
Students with disabilities		6	6.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	97	97	100.0%	19%	42%	28%	11%
Male		53	54.6%	9%	42%	38%	11%
Female		44	45.4%	30%	43%	16%	11%
Black or African-American		4	4.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		8	8.2%	❖	❖	❖	❖
Filipino		8	8.2%	❖	❖	❖	❖
Hispanic or Latino		30	30.9%	40%	43%	13%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	45.4%	7%	45%	36%	11%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	25.8%	28%	60%	8%	4%
English learners		6	6.2%	❖	❖	❖	❖
Students with disabilities		6	6.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	98	98	100.0%	15%	35%	42%	8%
Male		51	52.0%	22%	37%	33%	8%
Female		47	48.0%	9%	32%	51%	9%
Black or African-American		6	6.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		11	11.2%	0%	27%	64%	9%
Filipino		3	3.1%	❖	❖	❖	❖
Hispanic or Latino		33	33.7%	27%	36%	27%	9%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		43	43.9%	9%	30%	53%	7%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		29	29.6%	14%	55%	31%	0%
English learners		9	9.2%	❖	❖	❖	❖
Students with disabilities		9	9.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	98	98	100.0%	31%	31%	28%	11%
Male		51	52.0%	33%	29%	24%	14%
Female		47	48.0%	28%	32%	32%	9%
Black or African-American		6	6.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		11	11.2%	18%	36%	36%	9%
Filipino		3	3.1%	❖	❖	❖	❖
Hispanic or Latino		33	33.7%	39%	36%	15%	9%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		43	43.9%	23%	28%	35%	14%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		29	29.6%	41%	34%	21%	3%
English learners		9	9.2%	❖	❖	❖	❖
Students with disabilities		9	9.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status — 2015-16 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/28/2015
Date of the most recent completion of the inspection form			7/28/2015

School Facilities

Hawkins Elementary School began as a portable campus, and the permanent campus opened in the fall of 2002. The campus has a large athletic gym, two computer labs and a library. We continue to purchase books and resources for the library to further enhance student learning and encourage a lifelong love of reading.

The campus has grown in size throughout the years. Construction of 10 additional classrooms for sixth, seventh and eighth graders was completed in August 2005. Students and staff help keep the campus clean and litter-free. Three full-time custodians take great pride in maintaining organized, clean and safe facilities. There are three playgrounds on campus: kindergarten, primary and intermediate. The staff is deeply committed to guaranteeing student safety. Each playground is well supervised during recess and lunch. Six campus aides supervise students during lunchtime. We continue to add playground equipment to ensure students will have multiple options for activity. Although some students are bused to and from school, this is a neighborhood school. Most students either walk to school or are driven by their parents.

During the 2012-13 school year, Measure J bond money allowed for the construction of a track and field for all students to use during their physical education classes and recess time. Measure J also provided funding to improve campus lighting, interior courtyard modernization, a gym divider, grades 6-8's courtyard development and three shade structures for student use.

Jefferson School District 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. A scheduled maintenance program is administered by Jefferson School District to ensure all classrooms, restrooms and facilities are well maintained and in good repair. Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment.

In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to increase training and minimize workplace accidents, injuries, and illnesses. By making safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at Jefferson School District.

Continued on the sidebar

School Facilities

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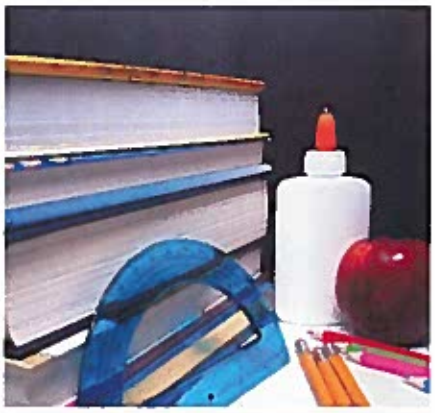
Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the school community.

The school safety plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

At Tom Hawkins Elementary School, 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. All visitors must sign in at the office and receive proper authorization to be on campus and must display their visitor passes at all times. Classroom volunteers must attain tuberculosis clearance.

"We encourage our students to excel in all areas of their development including art, music, leadership, character and athletics."



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:
   - Discuss critical issues with administrators and curriculum representatives
   - Determine issues unique to district needs
   - Needs assessment
   - School improvement plans
   - Superintendent direction
   - Board direction
   - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
3. The committee reviews, research and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screening.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	(Medallions, semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*; Holt, Rinehart and Winston (6)	06/2006
History/social science	*Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	2015-16 School Year
Data collection date	9/2015

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information				Three-Year Data
	Jefferson SD	Hawkins ES		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	111	39	33	35
Without full credential	3	0	1	1
Teaching outside subject area of competence	2	3	2	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Hawkins ES		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2014-15 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Hawkins ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

"Our school faculty members have been working diligently toward transitioning to the California State Standards."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.85
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.90
Resource specialist (nonteaching)	0.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	$5,896
Expenditures per pupil from restricted sources	$645
Expenditures per pupil from unrestricted sources	$5,252
Annual average teacher salary	$67,598

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

"We are committed to ensuring all of our students are college and career ready and armed with 21st-century skills by infusing technology and digital literacy in all of our classrooms."

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year
	Jefferson SD	Similar Sized District
Beginning teacher salary	$38,903	$42,723
Midrange teacher salary	$62,429	$65,936
Highest teacher salary	$76,417	$84,545
Average elementary school principal salary	$100,449	$106,864
Superintendent salary	$147,000	$159,133
Teacher salaries: percentage of budget	45%	40%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hawkins ES	$5,252	$67,598
Jefferson SD	$6,070	$66,404
California	$5,348	$69,086
School and district: percentage difference	-13.5%	+1.8%
School and California: percentage difference	-1.8%	-2.2%

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

SARC

OUR MESSAGE

OUR SCHOOL

OUR TEACHERS

Jefferson School

2014-15
School Accountability Report Card

Published in 2015-16

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Governing Board

Pete Carlson, *President*

Debbie Wingo, *Vice President*

Dan Wells, *Clerk*

Brian Jackman, *Member*

Jacqueline Thomas, *Member*

District Mission Statement

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be lifelong learners who are positive and productive citizens, prepared for life beyond Jefferson School District, and also care about education.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Principal's Message

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with information about our school, its resources, successes and the areas needing improvement. Our purpose is to foster understanding and support for Jefferson School through awareness of accountability programs for student achievement and the processes used to meet those standards and goals. This SARC is published annually. The statistics reported are from the 2014-15 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

As the Jefferson School District has grown, Jefferson School has always held onto three characteristics that have made it one of the best schools in Tracy: high-quality teaching, strong community involvement and high-academic standards for all students. Teachers at Jefferson work long hours and go the extra mile to help children learn the content standards—and something about life. Jefferson has stayed true to its tradition of community by remaining a close-knit campus. This is enhanced by the school board's commitment to small class size and the staff's commitment to our students and their families. Jefferson students go on to be successful in high school, college and the professional world.

"Success if from failure—it eliminates one way that won't work ... therefore you are one step closer to the way that it will work." —Unknown

The quote above sums up our goal for the 2015-16 school year, which is to "Fail Forward." The students and staff are taking risks in terms of goal-setting, technology and making choices. It is remarkable to walk into the classrooms, watch students collaborate, try new things and see their successes. But it is even more rewarding to see how the students react to their failures—they are having academic conversations and changing their approach!

I am privileged to be the principal of Jefferson School and look forward to a successful year.

Alyssa Wooten

School Vision Statement

Jefferson School's vision is to have every child prepared for higher education (college, career and civic responsibility) by eighth grade. To fulfill this vision, Jefferson is committed to educating students to be competent in algebraic thinking, able to write and present persuasive arguments, read and have a deep comprehension of grade-level fiction and texts, complete qualitative and quantitative research, and understand their role in democracy.

Parental Involvement

We are grateful to have a wonderful Parent Faculty Association (PFA) that is dedicated to serving the Jefferson and Monticello Elementary School communities. Our PFA has been actively devoting its time to organizing and developing special projects and events that benefit all students. The main fundraiser for the PFA is the School Carnival. Parents who are not yet members are always encouraged to join this amazing group. Meetings are held regularly on the third Thursday of each month, alternating between Jefferson and Monticello Elementary School.

Furthermore, parents can be involved in the following ways: English Learner Advisory Committee (ELAC), School Site Council, Graduation Committees, classroom/school function volunteering, etc. We welcome parents to be on our campus and to help throughout the year.

For more information on how to become involved, please contact the principal's secretary, Lauren Beith, at (209) 835-3053.

School Safety

Jefferson School maintains a school safety plan, which is updated annually by the Safety Committee, whose members include administrators, teachers, parents, local law enforcement and the district psychologist. A high priority is placed on disaster preparedness.

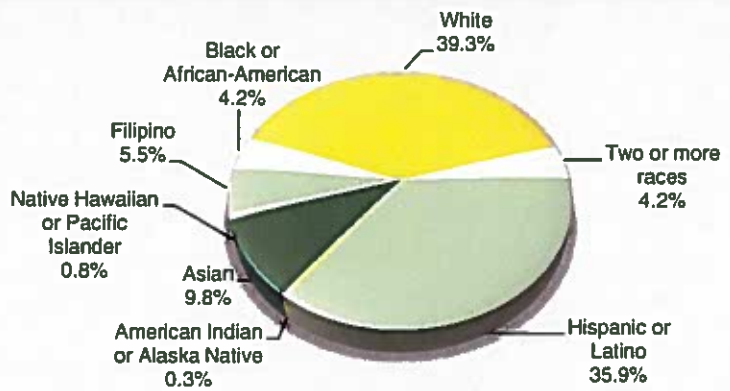
The district requires monthly fire drills and other emergency drills (earthquake, lockdown) be held to prepare students in the event of a genuine emergency. Staff also debriefs after every drill to troubleshoot for future emergency situations. A complete emergency procedures guide is posted in each classroom, the office, and the staff room, describing procedures for emergency situations. All school buildings are equipped with backpacks containing emergency and first-aid supplies. We reviewed, updated and discussed the school safety plan with the school faculty in October 2015. We use our safety plan, along with fire and earthquake drills, at each site.

Enrollment by Student Group

The total enrollment at the school was 379 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year



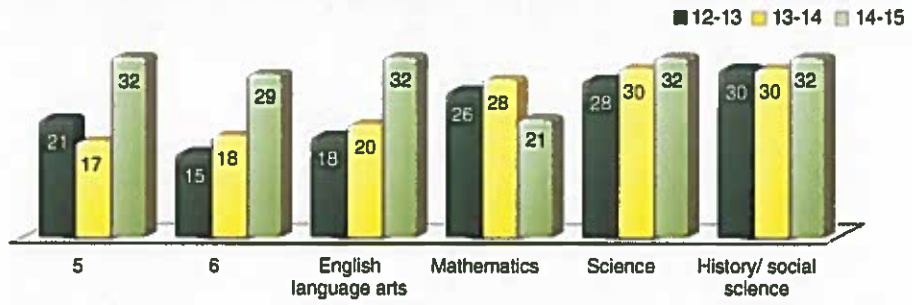
Socioeconomically disadvantaged	26.9%	English learners	8.4%	Students with disabilities	10.8%	Foster Youth	0.5%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data



Number of Classrooms by Size

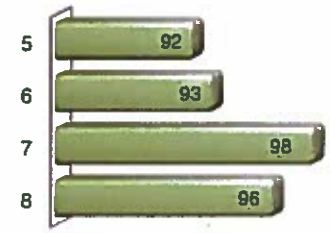
Three-Year Data

	2012-13			2013-14			2014-15		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		3			3			3	
6		3			3			3	
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		8			8			6	
Mathematics		8			8			8	
Science		8			7			6	
History/social science		8			7			6	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Jefferson School			
	12-13	13-14	14-15
Suspension rates	5.8%	8.4%	2.4%
Expulsion rates	0.0%	0.0%	0.2%
Jefferson SD			
	12-13	13-14	14-15
Suspension rates	4.4%	3.8%	3.5%
Expulsion rates	0.0%	0.0%	0.1%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
201-15 School Year	
Grade 5	
Four of six standards	10.5%
Five of six standards	23.2%
Six of six standards	48.4%
Grade 7	
Four of six standards	12.6%
Five of six standards	22.1%
Six of six standards	51.6%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria			2014-15 School Year
	Jefferson School	**Jefferson SD**	**California**
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year
	Jefferson School	**Jefferson SD**
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Title I schools currently in Program Improvement		1
Percentage of Title I schools currently in Program Improvement		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

○ Not applicable. This AYP indicator is only applicable for high schools.

✧ Not applicable. This school and district are not in Program Improvement.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels — Three-Year Data

	Jefferson School			Jefferson SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	70%	77%	74%	67%	73%	65%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels — 2014-15 School Year

Group	Science
All students in the district	65%
All students at the school	74%
Male	75%
Female	73%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	74%
Native Hawaiian or Pacific Islander	❖
White	79%
Two or more races	❖
Socioeconomically disadvantaged	69%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards — 2014-15 School Year

Subject	Jefferson School	Jefferson SD	California
English language arts/literacy	59%	50%	44%
Mathematics	53%	41%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 5-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	96	95	99.0%	15%	23%	32%	31%
Male		46	47.9%	20%	26%	20%	35%
Female		49	51.0%	10%	20%	43%	27%
Black or African-American		2	2.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	9.4%	❖	❖	❖	❖
Filipino		7	7.3%	❖	❖	❖	❖
Hispanic or Latino		37	38.5%	22%	22%	38%	19%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		37	38.5%	11%	24%	30%	35%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	26.0%	20%	24%	32%	24%
English learners		7	7.3%	❖	❖	❖	❖
Students with disabilities		7	7.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	96	95	99.0%	19%	33%	31%	18%
Male		46	47.9%	13%	28%	33%	26%
Female		49	51.0%	24%	37%	29%	10%
Black or African-American		2	2.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	9.4%	❖	❖	❖	❖
Filipino		7	7.3%	❖	❖	❖	❖
Hispanic or Latino		37	38.5%	32%	32%	24%	11%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		37	38.5%	8%	32%	38%	22%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	26.0%	32%	32%	24%	12%
English learners		7	7.3%	❖	❖	❖	❖
Students with disabilities		7	7.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	87	87	100.0%	14%	28%	39%	20%
Male		34	39.1%	18%	29%	35%	18%
Female		53	60.9%	11%	26%	42%	21%
Black or African-American		3	3.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		8	9.2%	❖	❖	❖	❖
Filipino		3	3.4%	❖	❖	❖	❖
Hispanic or Latino		35	40.2%	17%	46%	34%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		33	37.9%	9%	9%	48%	33%
Two or more races		5	5.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		27	31.0%	15%	37%	41%	7%
English learners		10	11.5%	❖	❖	❖	❖
Students with disabilities		10	11.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	87	87	100.0%	20%	33%	26%	21%
Male		34	39.1%	21%	38%	26%	15%
Female		53	60.9%	19%	30%	26%	25%
Black or African-American		3	3.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		8	9.2%	❖	❖	❖	❖
Filipino		3	3.4%	❖	❖	❖	❖
Hispanic or Latino		35	40.2%	37%	37%	23%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		33	37.9%	6%	27%	24%	42%
Two or more races		5	5.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		27	31.0%	22%	44%	19%	15%
English learners		10	11.5%	❖	❖	❖	❖
Students with disabilities		10	11.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	97	97	100.0%	22%	21%	36%	22%
Male		44	45.4%	23%	9%	41%	27%
Female		53	54.6%	21%	30%	32%	17%
Black or African-American		9	9.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	9.3%	❖	❖	❖	❖
Filipino		7	7.2%	❖	❖	❖	❖
Hispanic or Latino		39	40.2%	28%	18%	44%	10%
Native Hawaiian or Pacific Islander		2	2.1%	❖	❖	❖	❖
White		28	28.9%	25%	14%	36%	25%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		30	30.9%	40%	33%	17%	10%
English learners		11	11.3%	45%	9%	45%	0%
Students with disabilities		9	9.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	97	97	100.0%	25%	25%	27%	24%
Male		44	45.4%	18%	18%	27%	36%
Female		53	54.6%	30%	30%	26%	13%
Black or African-American		9	9.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	9.3%	❖	❖	❖	❖
Filipino		7	7.2%	❖	❖	❖	❖
Hispanic or Latino		39	40.2%	23%	36%	31%	10%
Native Hawaiian or Pacific Islander		2	2.1%	❖	❖	❖	❖
White		28	28.9%	29%	18%	29%	25%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		30	30.9%	47%	30%	17%	7%
English learners		11	11.3%	36%	27%	36%	0%
Students with disabilities		9	9.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	101	100	99.0%	12%	30%	37%	21%
Male		51	50.5%	14%	39%	29%	18%
Female		49	48.5%	10%	20%	45%	24%
Black or African-American		6	5.9%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		9	8.9%	❖	❖	❖	❖
Filipino		4	4.0%	❖	❖	❖	❖
Hispanic or Latino		24	23.8%	8%	42%	33%	17%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		50	49.5%	12%	24%	36%	28%
Two or more races		5	5.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		24	23.8%	21%	38%	25%	17%
English learners		4	4.0%	❖	❖	❖	❖
Students with disabilities		7	6.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	101	100	99.0%	14%	22%	43%	21%
Male		51	50.5%	14%	18%	47%	22%
Female		49	48.5%	14%	27%	39%	20%
Black or African-American		6	5.9%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		9	8.9%	❖	❖	❖	❖
Filipino		4	4.0%	❖	❖	❖	❖
Hispanic or Latino		24	23.8%	13%	25%	42%	21%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		50	49.5%	14%	14%	48%	24%
Two or more races		5	5.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		24	23.8%	17%	38%	33%	13%
English learners		4	4.0%	❖	❖	❖	❖
Students with disabilities		7	6.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:
   - Discuss critical issues with administrators and curriculum representatives
   - Determine issues unique to district needs
   - Needs assessment
   - School improvement plans
   - Superintendent direction
   - Board direction
   - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
3. The committee reviews, research and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screening.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	(Medallions, semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*; Holt, Rinehart and Winston (6)	06/2006
History/social science	*Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	2015-16 School Year
Data collection date	9/2015

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status — 2015-16 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/28/2015
Date of the most recent completion of the inspection form			7/28/2015

School Facilities

Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to minimize workplace accidents, injuries and illnesses. By making employee safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals in the Jefferson School District. Hazard and safety awareness 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.

At Jefferson School District, 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. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

A joint effort between students and staff helps keep the campus clean and litter-free. Two full-time custodians and one part-time custodian take great pride in maintaining organized, clean and safe facilities at Jefferson.

The district was formed in June 1870 with a small schoolhouse. The current school site was first built in 1929 and remodeled in 1954 and 1966. Jefferson School features 20 classrooms, a gymnasium, library, computer lab, science lab, cafeteria, band room, maintenance shop, bus barn and three baseball diamonds.

Jefferson School District 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. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms and facilities are well maintained and in good repair.

Continued on sidebar

School Facilities

Continued from left

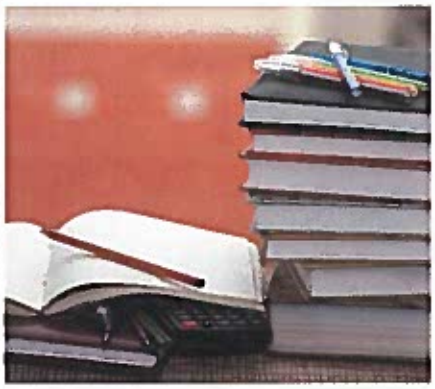
In August 2009, a new cafeteria floor was installed.

In September 2009, a new perimeter fence was installed

In August 2008, facility projects included the installation of a new fire and intrusion alarm system.

In 2010, a school facilities bond was passed and new improvements are planned in the near future.

A new school will be built on the site starting in 2014. The new school is anticipated to open in January 2016.



Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- English Language Acquisition Program (ELAP)
- School Safety
- PEER/Peer Assistance and Review (PAR)
- Class Size Reduction
- Beginning Teacher Support and Assessment (BTSA)

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.55
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.60*
Resource specialist (nonteaching)	0.00

* 0.50 FTE are contracted services.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information				Three-Year Data
	Jefferson SD	**Jefferson School**		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	111	21	16	16
Without full credential	3	1	1	1
Teaching outside subject area of competence	2	0	0	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Jefferson School		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2014-15 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
Jefferson School	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data — 2013-14 Fiscal Year

	Jefferson SD	Similar Sized District
Beginning teacher salary	$38,903	$42,723
Midrange teacher salary	$62,429	$65,936
Highest teacher salary	$76,417	$84,545
Average elementary school principal salary	$100,449	$106,864
Superintendent salary	$147,000	$159,133
Teacher salaries: percentage of budget	45%	40%
Administrative salaries: percentage of budget	6%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison — 2013-14 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Jefferson School	$5,061	$66,441
Jefferson SD	$6,070	$66,404
California	$5,348	$69,086
School and district: percentage difference	-16.6%	+0.1%
School and California: percentage difference	-5.4%	-3.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

2013-14 Fiscal Year	
Total expenditures per pupil	$6,027
Expenditures per pupil from restricted sources	$966
Expenditures per pupil from unrestricted sources	$5,061
Annual average teacher salary	$66,441

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring/coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments, and professional learning community collaboration.

Professional Development Days

2013-14	4 days
2014-15	4 days
2015-16	3 days

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

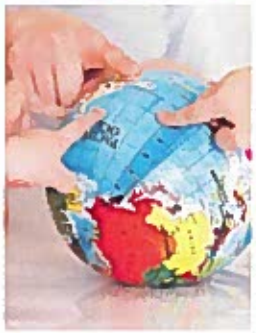
Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

SARC



OUR MESSAGE

OUR TEACHERS

OUR SCHOOL

Monticello Elementary School

2014-15
School Accountability Report Card

Published in 2015-16

Leslie Adair
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Tracy, CA 95377

Grades: K-4
Phone: (209) 833-9300
www.jeffersonschooldistrict.com/monticello

CDS Code: 39-68544-6110373

Principal's Message

Monticello Elementary School is a grade K-4 school that opened in January 1991. Our exemplary staff, positive learning environment, and rigorous curriculum help to guide our 445 students to become independent and successful contributors to society. Our staff works closely with each other and the parents and guardians of students who create a partnership for the achievement of all students. Students are the No. 1 priority at Monticello Elementary School.

Staff goals for the 2015-16 school year at Monticello:

- Continue to implement Common Core strategies and state standards
- Implement Professional Learning Communities within our school and district
- Continue, support and expand clearly articulated character education program based on its key components of trustworthiness, respect, responsibility, fairness, caring and citizenship
- Continue to support the antibullying program both at school and districtwide
- Continually update our site emergency plan and practice our protocols consistently
- Implementation of Chromebooks for students in third and fourth grades

School Mission Statement

To facilitate, implement and make sound funding decisions that affect Monticello's quality school program as governed by the school plan.

To enhance and support student, staff and district objectives.

To continually improve the school's ability to deliver a quality education to each student with an emphasis on safe school practices, Common Core instruction, and character-education traits.

To represent our school community, students, school staff, and parents and guardians.

Parental Involvement

Parent and guardian support and involvement are evident at Monticello Elementary School. Volunteers are always welcome. Volunteers may choose one of these opportunities to be involved in our school that benefit our student population:

- Attend the monthly Parent Faculty Association meetings
- Participate in various fundraising activities that include the Jefferson/Monticello Carnival, See's Candy, Open House, Fund Run, Movie Night and Turkey Trot
- Join the School Site Council (SSC)
- Volunteer in classrooms— tuberculosis (TB) clearance needed to volunteer consistently
- Attend and chaperone field trips

For details on how to volunteer your time, please call Parent Faculty Association President Tina Bender at (209) 833-9300.

Character Education Program

Monticello Elementary has adopted the Character Education Program. The traits are listed below along with their characteristics.

Trustworthiness: Be honest • Do not deceive, cheat, or steal • Be reliable—do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal—stand by your family, friends, and country

Respect—Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit, or hurt anyone • Deal peacefully with anger, insults, and disagreements

Responsibility: Do what you are supposed to do • Plan ahead • Persevere—keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Fairness: Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring: Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship: Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

"Home of the Jaguars!"

JEFFERSON SCHOOL DISTRICT • LEARNING TODAY...LEADING TOMORROW •

Governing Board

Pete Carlson, *President*

Debbie Wingo, *Vice President*

Dan Wells, *Clerk*

Brian Jackman, *Member*

Jacqueline Thomas, *Member*

District Mission Statement

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be lifelong learners who are positive and productive citizens, prepared for life beyond Jefferson School District, and also care about education.

School Accountability Report Card

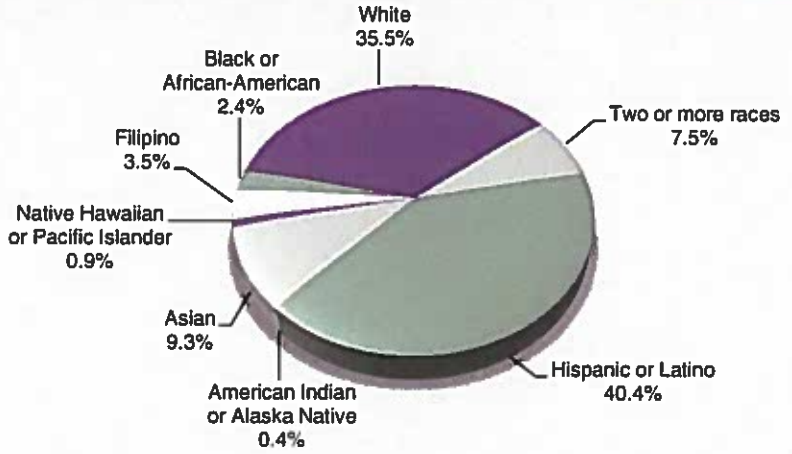
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Student Group

The total enrollment at the school was 453 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

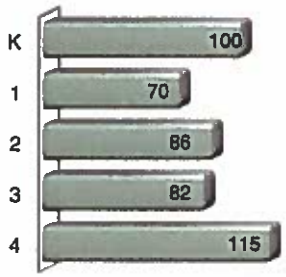


Socioeconomically disadvantaged	25.8%	English learners	19.2%	Students with disabilities	13.5%	Foster Youth	0.2%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

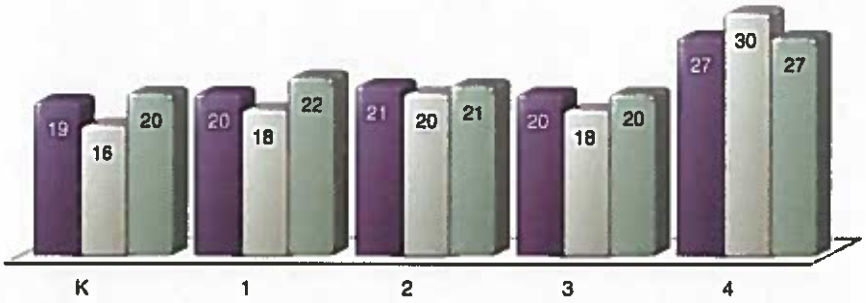


Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4				4	
1	4			4				3	
2	5			4				4	
3	5			5			3	1	
4		3			3			3	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Monticello ES			
	12-13	13-14	14-15
Suspension rates	1.2%	1.5%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
Jefferson SD			
	12-13	13-14	14-15
Suspension rates	4.4%	3.8%	3.5%
Expulsion rates	0.0%	0.0%	0.1%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

School Safety

Monticello Elementary School has a living document with our school safety plan. We formally review our plan with our staff annually and as needed. Each classroom has emergency procedures posted near each door, along with a backpack containing various survival items to be used in emergency procedures.

Grade-level representatives have created and keep an emergency procedure plan that disseminates information via phone tree to all staff members. Our monthly emergency drills are completed in a minimal amount of time, usually less than two minutes.

We have a District Safety Committee that updates our emergency backpacks on an as-needed basis. A copy of our safety plan is located in the school office. We also have emergency procedures posted in each classroom. This list includes general information and procedures for fallen aircraft, flood preparedness, fire, missing-student protocol, campus shooting, earthquakes, bomb threat and checklist, explosion, chemical accident, and lockdown.

Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to minimize workplace accidents, injuries and illnesses. By making safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at Jefferson School District. Hazard and safety awareness 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.

We discussed and reviewed the district safety plan in August 2015. We use our safety plan, along with fire drills, intruder on campus drills, reverse evacuation drills, earthquake drills and shelter in place drills at each site. The school safety plan was last reviewed, updated and discussed with the school faculty beginning in each school year, August 2015.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria

2014-15 School Year

	Monticello ES	Jefferson SD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2015-16 School Year

	Monticello ES	Jefferson SD
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Title I schools currently in Program Improvement		1
Percentage of Title I schools currently in Program Improvement		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

○ Not applicable. This AYP indicator is only applicable for high schools.

✧ Not applicable. This school and district are not in Program Improvement.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels — Three-Year Data

	Monticello ES			Jefferson SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	✖	✖	✖	✖	✖	✖	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels — 2014-15 School Year

Group	Science
All students in the district	✖
All students at the school	✖
Male	✖
Female	✖
Black or African-American	✖
American Indian or Alaska Native	✖
Asian	✖
Filipino	✖
Hispanic or Latino	✖
Native Hawaiian or Pacific Islander	✖
White	✖
Two or more races	✖
Socioeconomically disadvantaged	✖
English learners	✖
Students with disabilities	✖
Students receiving Migrant Education services	✖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards — 2014-15 School Year

Subject	Monticello ES	Jefferson SD	California
English language arts/literacy	41%	50%	44%
Mathematics	53%	41%	33%

✖ Not applicable. This school serves students in grades K-4, and the CST for science applies to grades 5, 8 and 10.
◈ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-4.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	80	80	100.0%	31%	36%	24%	9%
Male		46	57.5%	37%	41%	15%	7%
Female		34	42.5%	24%	29%	35%	12%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	6.3%	❖	❖	❖	❖
Filipino		4	5.0%	❖	❖	❖	❖
Hispanic or Latino		37	46.3%	41%	41%	14%	5%
Native Hawaiian or Pacific Islander		1	1.3%	❖	❖	❖	❖
White		28	35.0%	25%	29%	36%	11%
Two or more races		5	6.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	31.3%	48%	24%	20%	8%
English learners		20	25.0%	40%	50%	5%	5%
Students with disabilities		7	8.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	80	80	100.0%	11%	31%	46%	11%
Male		46	57.5%	11%	28%	46%	15%
Female		34	42.5%	12%	35%	47%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	6.3%	❖	❖	❖	❖
Filipino		4	5.0%	❖	❖	❖	❖
Hispanic or Latino		37	46.3%	14%	43%	35%	8%
Native Hawaiian or Pacific Islander		1	1.3%	❖	❖	❖	❖
White		28	35.0%	7%	25%	54%	14%
Two or more races		5	6.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	31.3%	4%	48%	36%	12%
English learners		20	25.0%	20%	50%	30%	0%
Students with disabilities		7	8.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	113	110	97.3%	21%	33%	23%	24%
Male		56	49.6%	21%	32%	23%	23%
Female		54	47.8%	20%	33%	22%	24%
Black or African-American		5	4.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	10.6%	0%	25%	25%	50%
Filipino		4	3.5%	❖	❖	❖	❖
Hispanic or Latino		36	31.9%	22%	36%	14%	28%
Native Hawaiian or Pacific Islander		2	1.8%	❖	❖	❖	❖
White		40	35.4%	28%	38%	23%	13%
Two or more races		11	9.7%	18%	27%	27%	27%
Socioeconomically disadvantaged		28	24.8%	32%	39%	18%	11%
English learners		18	15.9%	17%	39%	6%	39%
Students with disabilities		15	13.3%	27%	27%	33%	13%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	113	110	97.3%	12%	39%	31%	18%
Male		56	49.6%	7%	39%	32%	21%
Female		54	47.8%	17%	39%	30%	15%
Black or African-American		5	4.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		12	10.6%	0%	33%	8%	58%
Filipino		4	3.5%	❖	❖	❖	❖
Hispanic or Latino		36	31.9%	11%	47%	25%	17%
Native Hawaiian or Pacific Islander		2	1.8%	❖	❖	❖	❖
White		40	35.4%	13%	40%	38%	10%
Two or more races		11	9.7%	18%	36%	27%	18%
Socioeconomically disadvantaged		28	24.8%	25%	36%	29%	11%
English learners		18	15.9%	6%	44%	22%	28%
Students with disabilities		15	13.3%	20%	47%	27%	7%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:
   - Discuss critical issues with administrators and curriculum representatives
   - Determine issues unique to district needs
   - Needs assessment
   - School improvement plans
   - Superintendent direction
   - Board direction
   - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
3. The committee reviews, research and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screening.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List — **2015-16 School Year**

Subject	Textbook	Adopted
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	(Medallions, semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*; Holt, Rinehart and Winston (6)	06/2006
History/social science	*Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	2015-16 School Year
Data collection date	9/2015

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status

2015-16 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/29/2015
Date of the most recent completion of the inspection form			7/29/2015

School Facilities

At Monticello Elementary School, all students are monitored while on campus throughout the school day. Yard supervisors, teachers, the site administrator, and other school staff provide supervision for students before, during, and after school. All visitors must sign in at the office and receive proper authorization to be on campus. Visitors must display their school visitor badges while on the school campus.

All school employees support the uninterrupted education of the students at Monticello Elementary School. There is a 1 percent factor of outside interference during the school day regarding classroom interruptions. Teachers and staff have a budget and are encouraged to participate in cutting-edge conferences to better their teaching skills. We have carved out opportunities for teachers to meet in their grade levels to discuss strategies for the success of all students. Monticello School is committed to the total child, whether it is through our Student Study Team meeting process, formal and informal assessments of students, parent conferences, or phone calls home.

We at Monticello Elementary School take pride in our clean and graffiti-free environment. The Student Council works together with staff members to ensure a clean and safe school.

Students in the same grade level clean the school grounds on an as-needed basis. Our maintenance team takes pride in diligently keeping our school clean, organized and safe. All restrooms are operating and kept clean by our superior custodial staff. We are never without custodial assistance during the school day and always appreciate their prompt response to staff and student needs.

Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members.

The school's custodial team also ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair.

In January 1991, Monticello Elementary School opened with a midyear transfer of all grade K-3 students in the Jefferson School District. In subsequent years, Monticello has housed grades K-5.

Continued on the sidebar

School Facilities

Continued from left

Within its 16-acre site, Monticello houses three baseball fields, one multipurpose room that has a 567-student capacity, and a library that houses more than 14,082 books for student checkout. Also in the library facility there is a computer lab with 32 computers that all have Internet access. All of our 23 classrooms also have Internet access.

Thanks to Measure J funding, all of Monticello School's restrooms were updated and remodeled. "The hill," as it was fondly called, on the main big playground, is now gone. It has been replaced with a much more useful, large concrete area with a shade structure complete with picnic type tables for students to sit and complete work, eat lunch, or rest and relax with friends.

Small retaining walls have been added to the kindergarten playground as well as a fence that is 8 feet in height for more security. There is also a new shade structure in the kindergarten playground area. There were two gates and fencing added to the front of our school to keep our campus even more secure for our students. In addition, the whole school was re-keyed, a new fire alarm system was installed, and a new intercom/video system from the office area to the infirmary was installed. The modernization projects were funded by Measure J.

Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- English Language Acquisition Program (ELAP)
- School Safety
- PEER/Peer Assistance and Review (PAR)
- Class Size Reduction
- Beginning Teacher Support and Assessment (BTSA)

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.65
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information — Three-Year Data

	Jefferson SD	Monticello ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	111	26	23	23
Without full credential	3	0	2	0
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions — Three-Year Data

	Monticello ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers — 2014-15 School Year

	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Monticello ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data — 2013-14 Fiscal Year

	Jefferson SD	Similar Sized District
Beginning teacher salary	$38,903	$42,723
Midrange teacher salary	$62,429	$65,936
Highest teacher salary	$76,417	$84,545
Average elementary school principal salary	$100,449	$106,864
Superintendent salary	$147,000	$159,133
Teacher salaries: percentage of budget	45%	40%
Administrative salaries: percentage of budget	6%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison — 2013-14 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monticello ES	$5,252	$67,598
Jefferson SD	$6,070	$66,404
California	$5,348	$69,086
School and district: percentage difference	-13.5%	+1.8%
School and California: percentage difference	-1.8%	-2.2%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

2013-14 Fiscal Year	
Total expenditures per pupil	$6,962
Expenditures per pupil from restricted sources	$1,063
Expenditures per pupil from unrestricted sources	$5,899
Annual average teacher salary	$69,575

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring/coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments, and professional learning community collaboration.

Professional Development Days

2013-14	4 days
2014-15	4 days
2015-16	3 days

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

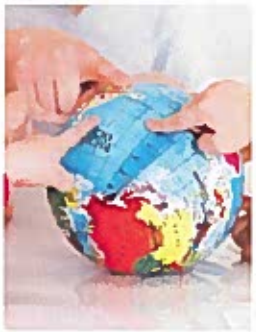
Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

SARC



OUR MESSAGE

OUR TEACHERS

OUR SCHOOL

Anthony Traina Elementary School

2014-15
School Accountability Report Card

Published in 2015-16

David Olson
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CDS Code: 39-68544-0105718

Principal's Message

Anthony Traina Elementary School is a transitional kindergarten through eighth-grade public school in the Jefferson School District. The school staff, parents and community have made academic achievement and mastery of the English language the focus of our instructional program. We have adopted the Common Core State Standards, a new math program and have made the appropriate instructional shifts to ensure our students are successful. Traina School has also provided all teachers of grades TK-5 professional development with Project GLAD training. This has created an increase in student engagement as well as student use of academic vocabulary in classroom discussions and writings.

The teaching staff has been trained in several classroom interventions strategies. Additionally, a support system is in place to address student academic, behavioral or attendance concerns. We have an intervention program that supports any student who is not reading at grade level.

At Traina, we recognize students daily with Tiger Tickets, monthly through Principal's Lunch, and every trimester with the ACE awards. Parents are encouraged to volunteer in their child's classroom and be involved in the school governance system.

Parental Involvement

Traina families are informed of school events and activities by visiting our website at www.jeffersonschooldistrict.com and our school Facebook page; as well as through various fliers and bulletins sent home with students; plus through Blackboard Connect, our school-to-home communication system. Parents and guardians are encouraged and invited to get involved in the educational experience of their children. The Traina Parents Club, School Site Council (SSC), English Language Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, Back-to-School Night, Open House, Winter Program, classroom performances, and volunteering in their child's classroom are just some of the opportunities available for parents to get involved.

For more information on how to become involved with the school, contact School Clerk Nicole Haskell at (209) 839-2379.

School Safety

In the 2015-16 school year, a safety committee was established. The committee includes teachers from different grade levels. Throughout the year, the committee worked to update emergency backpacks (supplies and lists) as well as safety bins (placed in each wing). The school worked with the district-hired safety consultant to recreate the safety plan and process for conducing safety drills. Monthly drills are held, alternating morning and afternoon, so that the afternoon kindergarten students have the opportunity to practice. An emergency-plan flip chart is displayed in each classroom. The flip chart includes the following disaster topics: fallen aircraft, flood preparedness, fire, student kidnapping or missing child, school campus shooting, earthquakes, hostage crisis on school campus, bomb threats, bomb-threat checklist, explosion or chemical accident, and lockdown.

A comprehensive school safety plan is on file at the school site. It is reviewed and revised as necessary each year by November 30. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2015.

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring/ coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments, and professional learning community collaboration.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Traina ES	4 days	4 days	3 days

"Home of the Traina Tigers!"

Governing Board

Pete Carlson, *President*

Debbie Wingo, *Vice President*

Dan Wells, *Clerk*

Brian Jackman, *Member*

Jacqueline Thomas, *Member*

District Mission Statement

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be lifelong learners who are positive and productive citizens, prepared for life beyond Jefferson School District, and also care about education.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

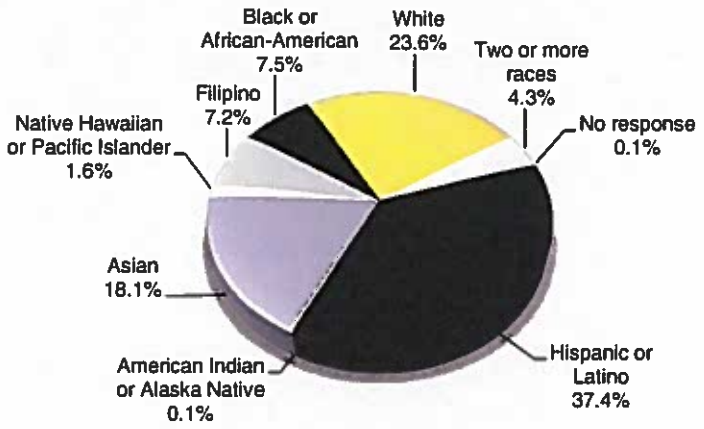
"The school staff, parents and community have made academic achievement and mastery of the English language the focus of our instructional program."

Enrollment by Student Group

The total enrollment at the school was 810 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year



Socioeconomically disadvantaged	32.1%	English learners	28.5%	Students with disabilities	8.3%	Foster Youth	0.1%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

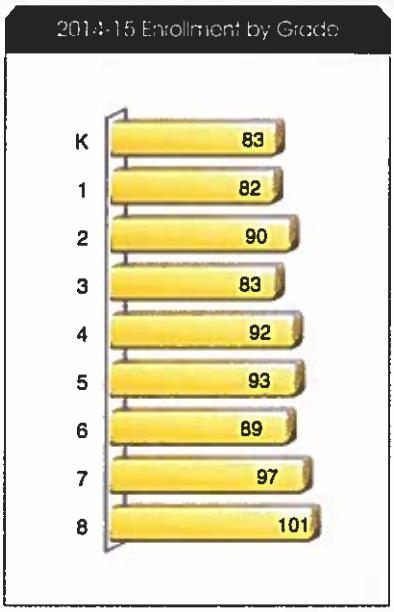
California Physical Fitness Test

2014-15 School Year

Percentage of Students Meeting Fitness Standards	Traina ES	
	Grade 5	Grade 7
Four of six standards	18.9%	21.5%
Five of six standards	31.6%	30.1%
Six of six standards	37.9%	39.8%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- English Language Acquisition Program (ELAP)
- School Safety
- PEER/Peer Assistance and Review (PAR)
- Class Size Reduction
- Beginning Teacher Support and Assessment (BTSA)

"We have adopted the Common Core State Standards, a new math program and have made the appropriate instructional shifts to ensure our students are successful."

Public Internet Access

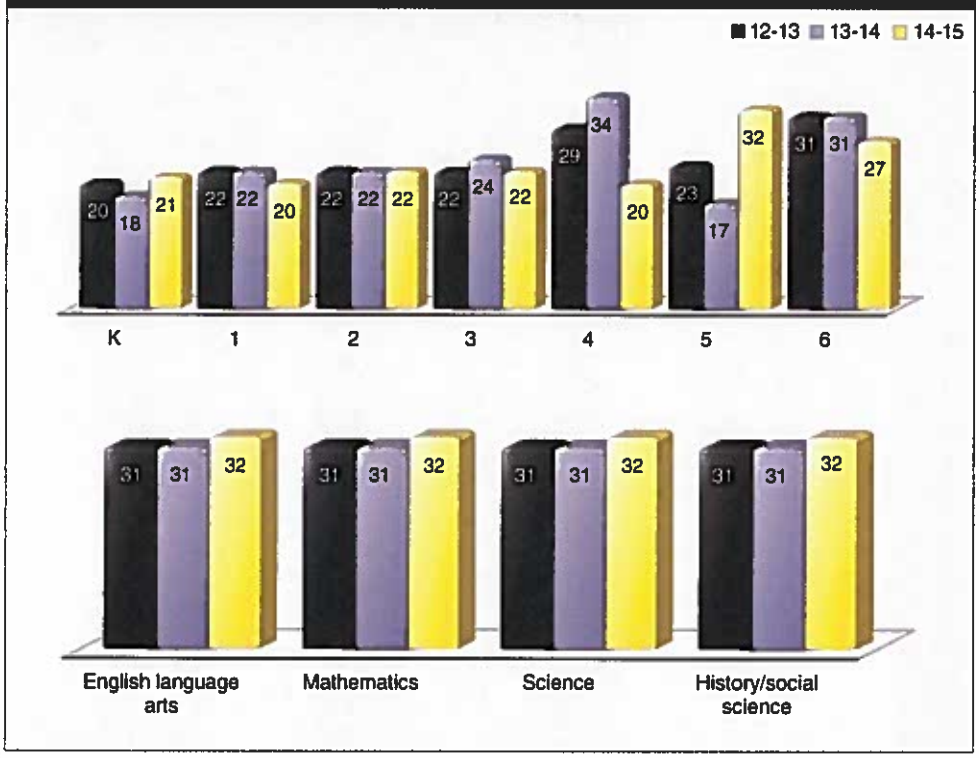
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Class Size Distribution

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2012-13			2013-14			2014-15		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4			1	2	
1	4			4			1	2	
2	4			3	1		4		
3	4			1	3			4	
4		3			3			3	
5		3			3			3	
6		3			3			3	
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		6			6			6	
Mathematics		6			6			6	
Science		6			6			6	
History/social science		6			6			6	

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria

2014-15 School Year

	Traina ES	Jefferson SD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2015-16 School Year

	Traina ES	Jefferson SD
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2012-2013	✧
Year in Program Improvement	Year 2	✧
Number of Title I schools currently in Program Improvement		1
Percentage of Title I schools currently in Program Improvement		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

○ Not applicable. This AYP indicator is only applicable for high schools.

✧ Not applicable. The district is not in Program Improvement.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

	12-13	13-14	14-15
Traina ES			
Suspension rates	5.8%	3.1%	5.8%
Expulsion rates	0.0%	0.1%	0.2%
Jefferson SD			
Suspension rates	4.4%	3.8%	3.5%
Expulsion rates	0.0%	0.0%	0.1%
California			
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels — Three-Year Data

	Traina ES			Jefferson SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	62%	76%	64%	67%	73%	65%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels — 2014-15 School Year

Group	Science
All students in the district	65%
All students at the school	64%
Male	65%
Female	62%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	75%
Filipino	72%
Hispanic or Latino	56%
Native Hawaiian or Pacific Islander	❖
White	72%
Two or more races	❖
Socioeconomically disadvantaged	61%
English learners	52%
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards — 2014-15 School Year

Subject	Traina ES	Jefferson SD	California
English language arts/literacy	48%	50%	44%
Mathematics	35%	41%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	85	80	94.1%	30%	31%	28%	11%
Male		42	49.4%	33%	31%	29%	7%
Female		38	44.7%	26%	32%	26%	16%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		20	23.5%	40%	45%	5%	10%
Filipino		4	4.7%	❖	❖	❖	❖
Hispanic or Latino		30	35.3%	33%	20%	33%	13%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		15	17.6%	20%	27%	40%	13%
Two or more races		9	10.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	29.4%	48%	16%	16%	20%
English learners		30	35.3%	50%	30%	10%	10%
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	85	80	94.1%	14%	41%	41%	4%
Male		42	49.4%	12%	40%	43%	5%
Female		38	44.7%	16%	42%	39%	3%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		20	23.5%	20%	45%	35%	0%
Filipino		4	4.7%	❖	❖	❖	❖
Hispanic or Latino		30	35.3%	17%	37%	43%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		15	17.6%	0%	47%	40%	13%
Two or more races		9	10.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	29.4%	36%	28%	32%	4%
English learners		30	35.3%	27%	43%	30%	0%
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	93	92	98.9%	25%	13%	42%	20%
Male		45	48.4%	27%	18%	42%	13%
Female		47	50.5%	23%	9%	43%	26%
Black or African-American		6	6.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		18	19.4%	22%	6%	50%	22%
Filipino		8	8.6%	❖	❖	❖	❖
Hispanic or Latino		36	38.7%	31%	17%	42%	11%
Native Hawaiian or Pacific Islander		2	2.2%	❖	❖	❖	❖
White		18	19.4%	17%	11%	50%	22%
Two or more races		4	4.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		30	32.3%	40%	17%	37%	7%
English learners		31	33.3%	29%	10%	48%	13%
Students with disabilities		6	6.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	93	92	98.9%	16%	42%	32%	10%
Male		45	48.4%	16%	40%	33%	11%
Female		47	50.5%	17%	45%	30%	9%
Black or African-American		6	6.5%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		18	19.4%	22%	33%	28%	17%
Filipino		8	8.6%	❖	❖	❖	❖
Hispanic or Latino		36	38.7%	14%	56%	28%	3%
Native Hawaiian or Pacific Islander		2	2.2%	❖	❖	❖	❖
White		18	19.4%	6%	33%	56%	6%
Two or more races		4	4.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		30	32.3%	30%	43%	23%	3%
English learners		31	33.3%	19%	55%	19%	6%
Students with disabilities		6	6.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	95	95	100.0%	20%	27%	41%	12%
Male		45	47.4%	29%	22%	42%	7%
Female		50	52.6%	12%	32%	40%	16%
Black or African-American		7	7.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		26	27.4%	19%	23%	38%	19%
Filipino		8	8.4%	❖	❖	❖	❖
Hispanic or Latino		26	27.4%	19%	35%	38%	8%
Native Hawaiian or Pacific Islander		2	2.1%	❖	❖	❖	❖
White		24	25.3%	13%	29%	46%	13%
Two or more races		2	2.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		30	31.6%	13%	33%	47%	7%
English learners		28	29.5%	29%	25%	36%	11%
Students with disabilities		6	6.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	95	95	100.0%	31%	48%	14%	7%
Male		45	47.4%	31%	42%	20%	7%
Female		50	52.6%	30%	54%	8%	8%
Black or African-American		7	7.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		26	27.4%	23%	46%	15%	15%
Filipino		8	8.4%	❖	❖	❖	❖
Hispanic or Latino		26	27.4%	38%	42%	15%	4%
Native Hawaiian or Pacific Islander		2	2.1%	❖	❖	❖	❖
White		24	25.3%	25%	67%	4%	4%
Two or more races		2	2.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		30	31.6%	33%	50%	13%	3%
English learners		28	29.5%	29%	46%	21%	4%
Students with disabilities		6	6.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	91	88	96.7%	22%	36%	35%	7%
Male		46	50.5%	33%	33%	33%	2%
Female		42	46.2%	10%	40%	38%	12%
Black or African-American		10	11.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		14	15.4%	36%	21%	14%	29%
Filipino		8	8.8%	❖	❖	❖	❖
Hispanic or Latino		28	30.8%	18%	50%	29%	4%
Native Hawaiian or Pacific Islander		2	2.2%	❖	❖	❖	❖
White		23	25.3%	22%	22%	52%	4%
Two or more races		3	3.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		27	29.7%	26%	56%	19%	0%
English learners		22	24.2%	23%	59%	14%	5%
Students with disabilities		9	9.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	91	88	96.7%	17%	42%	28%	13%
Male		46	50.5%	28%	33%	33%	7%
Female		42	46.2%	5%	52%	24%	19%
Black or African-American		10	11.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		14	15.4%	29%	36%	0%	36%
Filipino		8	8.8%	❖	❖	❖	❖
Hispanic or Latino		28	30.8%	21%	50%	18%	11%
Native Hawaiian or Pacific Islander		2	2.2%	❖	❖	❖	❖
White		23	25.3%	13%	39%	39%	9%
Two or more races		3	3.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		27	29.7%	37%	44%	15%	4%
English learners		22	24.2%	18%	68%	5%	9%
Students with disabilities		9	9.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	97	97	100.0%	23%	33%	30%	14%
Male		55	56.7%	24%	36%	29%	11%
Female		42	43.3%	21%	29%	31%	19%
Black or African-American		9	9.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		16	16.5%	38%	19%	19%	25%
Filipino		8	8.2%	❖	❖	❖	❖
Hispanic or Latino		39	40.2%	21%	38%	33%	8%
Native Hawaiian or Pacific Islander		2	2.1%	❖	❖	❖	❖
White		22	22.7%	9%	36%	32%	23%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		37	38.1%	22%	38%	32%	8%
English learners		21	21.6%	33%	38%	29%	0%
Students with disabilities		5	5.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	97	97	100.0%	33%	33%	14%	20%
Male		55	56.7%	27%	35%	15%	24%
Female		42	43.3%	40%	31%	14%	14%
Black or African-American		9	9.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		16	16.5%	50%	13%	6%	31%
Filipino		8	8.2%	❖	❖	❖	❖
Hispanic or Latino		39	40.2%	31%	38%	21%	10%
Native Hawaiian or Pacific Islander		2	2.1%	❖	❖	❖	❖
White		22	22.7%	14%	36%	23%	27%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		37	38.1%	35%	35%	19%	11%
English learners		21	21.6%	48%	43%	5%	5%
Students with disabilities		5	5.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	104	100	96.2%	19%	36%	28%	17%
Male		51	49.0%	24%	41%	22%	14%
Female		49	47.1%	14%	31%	35%	20%
Black or African-American		11	10.6%	18%	73%	9%	0%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		11	10.6%	0%	36%	27%	36%
Filipino		11	10.6%	0%	27%	36%	36%
Hispanic or Latino		43	41.3%	26%	33%	30%	12%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		21	20.2%	29%	33%	29%	10%
Two or more races		2	1.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		40	38.5%	25%	38%	28%	10%
English learners		25	24.0%	24%	48%	24%	4%
Students with disabilities		9	8.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	104	100	96.2%	46%	23%	18%	13%
Male		51	49.0%	45%	27%	16%	12%
Female		49	47.1%	47%	18%	20%	14%
Black or African-American		11	10.6%	73%	18%	9%	0%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		11	10.6%	18%	18%	27%	36%
Filipino		11	10.6%	27%	18%	36%	18%
Hispanic or Latino		43	41.3%	53%	26%	14%	7%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		21	20.2%	48%	19%	19%	14%
Two or more races		2	1.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		40	38.5%	55%	25%	8%	13%
English learners		25	24.0%	56%	40%	4%	0%
Students with disabilities		9	8.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

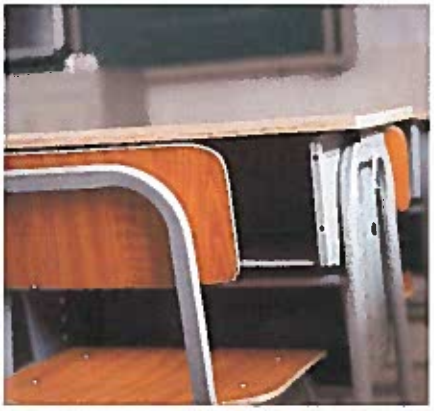
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds



School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status — 2015-16 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/29/2015
Date of the most recent completion of the inspection form			7/29/2015

School Facilities

The Traina School was built in 2006. The campus consists of an Administration/Kindergarten building, library, cafeteria/multipurpose room, 16 portables and a classroom building, which also houses the computer lab. Classrooms are located in one of three wings with the exception of music and P.E., which are housed in the portables. Each wing has its own interior student work area and restroom facilities. Directly east and located on our 14 acres are our district offices and Tender Loving Care day care. Bordering the school to the north are neighborhood homes. To the south is Whispering Wind Drive, and immediately west is Windsong Drive.

Upon arriving at school, students report to the cafeteria where they are supervised. At 8 a.m., the campus is open to students. Staff is present and visible each morning to greet students on campus and in the classroom. During the instructional day, exterior classroom doors remain locked for student and staff safety. All visitors on campus are required to check in at the office and wear a visitor's badge. A parent or guardian must sign students out when leaving the campus early.

At the conclusion of the instructional day, each teacher walks his or her students out to the front of the school for pick-up. Students may leave the campus by whatever means permitted in writing by their parents or guardians. Teachers supervise their students until they are picked up or deposit them in the office in the event a parent is running late. No student may leave the campus with an unauthorized person. The principal or vice principal and staff members monitor traffic to ensure the safety of students.

All aspects of the campus are in excellent working order and free of debris. Three full-time custodians were hired to maintain the campus and facilities.

The entire site is 14 acres. Approximately 6 acres comprise our former temporary campus, which is now two P.E. classrooms, a band classroom, Tender Loving Care day care and our district offices. Students have a blacktop area with basketball hoops, four square, wall ball, kickball and tetherball. The playground structure playbox is quite large, having many activities of interest for students ages 5 and older. The kindergarteners have their own fenced-in play yard near their classrooms.

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School Facilities

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Anthony Traina School also has a large grass play field. During the summer and fall of 2012, shade structures were added to the blacktop area near the outdoor stage and the kindergarten play area. In addition to the blacktop shade area, Traina now also has 20 picnic tables for outdoor eating.

All classrooms are equipped with two student computers and Internet access. The computer lab has 33 student stations and one teacher station. A mobile lab with 33 Chromebooks is also available for use for grades 6-8. The entire campus is accessible for students with disabilities.

During the 2012-13 school year, construction was completed on a new quarter-mile track which encloses a new field. This new edition was funded by the Measure J bond. Traina Elementary School students began using this new track and field area in fall of 2013.

There is a new gymnasium currently under construction. The building will incorporate a classroom for our band teacher, an office for our P.E. department, storage facilities and restrooms. The construction is scheduled to be complete in February 2016.

"The teaching staff has been trained with several classroom interventions and a support system to address student academic, behavioral or attendance concerns."

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:
   - Discuss critical issues with administrators and curriculum representatives
   - Determine issues unique to district needs
   - Needs assessment
   - School improvement plans
   - Superintendent direction
   - Board direction
   - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
3. The committee reviews, research and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screening.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List — **2015-16 School Year**

Subject	Textbook	Adopted
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	(Medallions, semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*; Holt, Rinehart and Winston (6)	06/2006
History/social science	*Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	2015-16 School Year
Data collection date	9/2015

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information

Three-Year Data

	Jefferson SD	Traina ES		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	111	42	36	41
Without full credential	3	0	1	1
Teaching outside subject area of competence	2	1	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions

Three-Year Data

	Traina ES		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers

2014-15 School Year

	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
Traina ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

"Parents are encouraged to volunteer in their child's classroom and be involved in the school governance system."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.95
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	$5,535
Expenditures per pupil from restricted sources	$710
Expenditures per pupil from unrestricted sources	$4,825
Annual average teacher salary	$63,283

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data — 2013-14 Fiscal Year

	Jefferson SD	Similar Sized District
Beginning teacher salary	$38,903	$42,723
Midrange teacher salary	$62,429	$65,936
Highest teacher salary	$76,417	$84,545
Average elementary school principal salary	$100,449	$106,864
Superintendent salary	$147,000	$159,133
Teacher salaries: percentage of budget	45%	40%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison — 2013-14 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Traina ES	$4,825	$63,283
Jefferson SD	$6,070	$66,404
California	$5,348	$69,086
School and district: percentage difference	-20.5%	-4.7%
School and California: percentage difference	-9.8%	-8.4%

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.