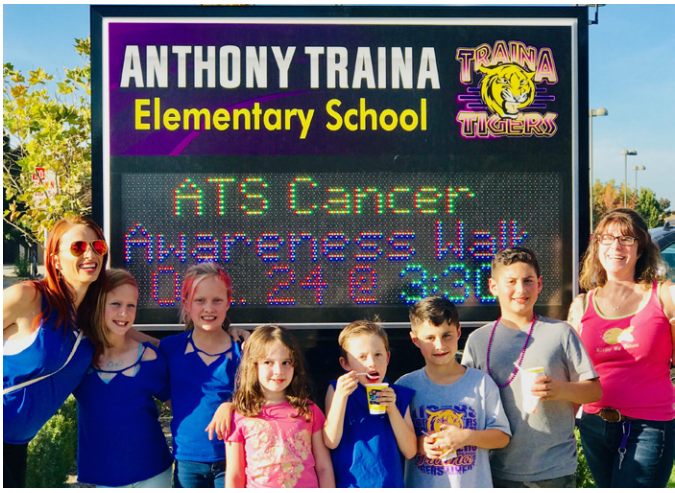
# SARC

2017-18 School Accountability Report Card

Published in 2018-19




## Anthony C. Traina Elementary School

Grades TK-8
CDS Code 39-68544-0105718

Ken Silman
Principal
ksilman@sjcoe.net

4256 Windsong Drive
Tracy, CA 95377
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www.jeffersonschooldistrict.com

## Jefferson School District

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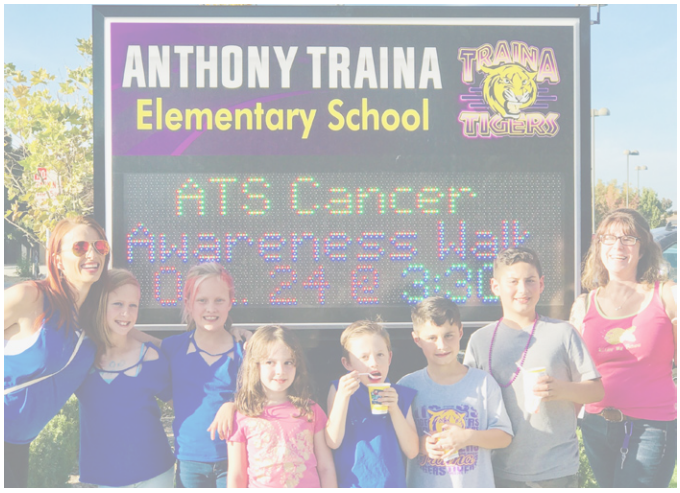
James W. Bridges, Ed.D., Superintendent ▪ jbridges@sjcoe.net ▪ (209) 836-3388

ATS
Cancer Awareness
Our PAWS Walk for a CAUSE!


ANTHONY TRAINA
Elementary School
TRAINA
TIGERS
ATS Cancer
Awareness Walk

## Principal's Message

Anthony Traina Elementary School is a transitional kindergarten through eighth grade (TK-8) public school in the Jefferson School District in Tracy, California. The school staff, parents and community have made academic achievement and mastery of the English language the focus of our instructional program. We believe that all students can learn at high levels, and that we need to work interdependently to achieve that mission. We have adopted the Common Core State Standards. Traina School has also provided nearly all the teachers of grades TK-8 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 staff is currently developing together as a Professional Learning Community (PLC), having sent approximately 90 percent of our teachers to a Solution Tree summer institute. The dedication of the staff to developing in these collaborative practices will help ensure the quality of learning for every Traina student.

The teaching staff has training 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 students who are not reading at grade level and works with students who are struggling with the English language arts (ELA) content. We also have after-school intervention programs designed to help at-risk students.

Utilizing these programs, all but one of the eighth graders graduated in the past two years, significantly increasing the graduation rate.

The goals for the 2018-19 school year are similar to the past few years, including taking the next steps in our PLC process and increasing state test scores, while maintaining our passion for serving the whole child.

At Traina, we recognize students daily with Tiger Tickets, monthly through Principal's Lunch, and every trimester with the ACE awards. The Positive Behavioral Intervention and Supports (PBIS) team opened the highly successful Tiger Store, where students can spend their Tiger Tickets, which are earned for positive behavior, on prizes. Parents are encouraged to volunteer in their child's classroom and be involved in the school governance system.

## School Mission Statement

Anthony Traina Elementary School takes collective responsibility to guarantee all students learn at high levels.

## School Vision Statement

In order to achieve our mission, we envision a school in which the staff unite to achieve a common purpose by:

- Using data and assessment to drive instruction
- Working together, interdependently, in collaborative teams focused on student-centered learning
- Seeking out and implementing a variety of best practices to improve student achievement
- Addressing the specific needs and learning styles of all students
- Demonstrating a personal commitment to the whole child in order to achieve academic success
- Partnering with the school community to better enrich the lives of our students

## Parental Involvement

An active Parent Teacher Association (PTA) supports the students and staff in many supplementary and enriching activities. If you would like to become involved in our PTA, please contact the school office, and we will get you in touch with the appropriate contact person.

Traina families are informed of school events and activities by visiting our website at www.jeffersonschooldistrict.com and our school Facebook page; through various fliers and bulletins sent home with students; and through Aeries School Loop, 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 PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), 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 Peggi Johnson at (209) 839-2379.

## 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.

## District Mission Statement

We take collective responsibility for ensuring all students achieve at high levels.

## District Vision Statement

We want to be a collaborative, interdependent school district, focused on student learning to meet the mission of the Jefferson School District. We envision a district in which staff:

- Demonstrate an unwavering commitment to developing the whole child (Whole Child)
- Seek and implement research-based strategies for improving student learning on a continual basis (Research-based)
- Monitor each student's progress and ensure mastery of all essential standards (Ensure Mastery)

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

## Governing Board

Pete Carlson, President

Debbie Wingo, Vice President

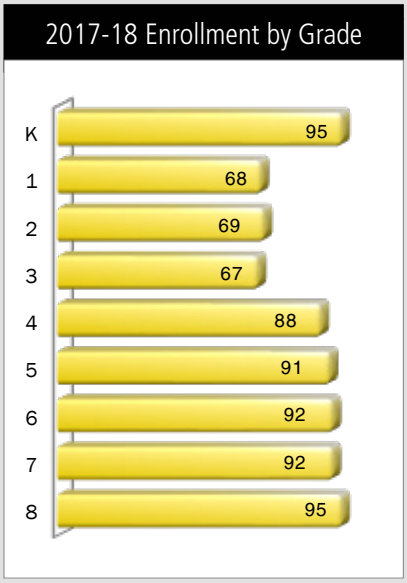
Phil Raya, Clerk

Brain Jackman, Member

Dan Wells, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.




*Tiger Truths: Trustworthy, Inclusive, Grateful, Empathetic, Respectful, Thoughtful, Responsible, Unselfish, Truthful, Honorable, Self-Control.*

## Public Internet Access

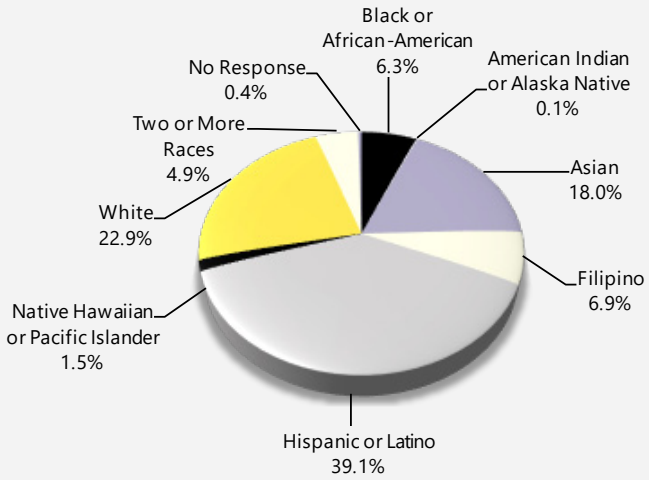
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, 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.

## Enrollment by Student Group

The total enrollment at the school was 757 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

**2017-18 School Year**




| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Socioeconomically disadvantaged | 38.70% | English learners | 16.10% | Students with disabilities | 8.10% | Foster youth | 0.50% | |

## School Safety

In the 2017-18 school year, a new safety committee was established. The committee includes teachers from different grade levels and the vice principal. The committee remained the same for the 2018-19 school year. They took the 2017-18 plan and updated it in May of 2018 to prepare for 2018-19. This allowed the plan to be approved at the start of the year (with minor adjustments). Monthly drills are held, with some in the morning and some in the afternoon, so that students practice in different classes (in the upper grades) and during different periods of the day.

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 and emailed to every Traina staff member with district email. 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 August 2018.

## 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.

### Suspensions and Expulsions

**Three-Year Data**

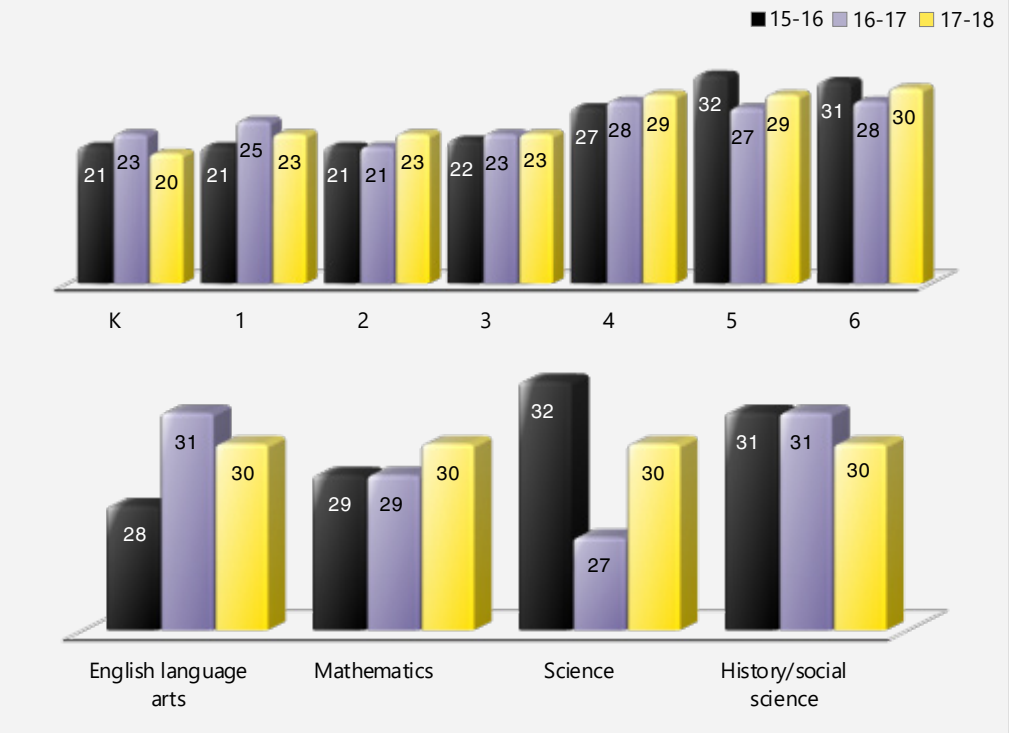
| | Traina ES | | | Jefferson SD | | | California | | |
|---|---|---|---|---|---|---|---|---|---|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Suspension rates** | 2.8% | 1.8% | 0.8% | 2.7% | 3.5% | 1.8% | 3.7% | 3.6% | 3.5% |
| **Expulsion rates** | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

**Three-Year Data**




### Number of Classrooms by Size

**Three-Year Data**

| | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Number of Students** | | | | | | | | |
| | **1-20** | **21-32** | **33+** | **1-20** | **21-32** | **33+** | **1-20** | **21-32** | **33+** |
| **K** | | 3 | | | 3 | | | 4 | |
| **1** | | 3 | | | 3 | | | 4 | |
| **2** | | 4 | | 1 | 2 | | | 3 | |
| **3** | | 4 | | | 4 | | | 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 | | | 5 | 1 | | 6 | |
| **Mathematics** | | 6 | | 1 | 4 | 1 | | 6 | |
| **Science** | | 6 | | 1 | 6 | | | 6 | |
| **History/social science** | | 6 | | | 6 | | | 6 | |

*PBIS slogan: Show respect, make good choices and solve the problem.*

## 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
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

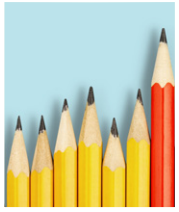
## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



## CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

| Percentage of Students Scoring at Proficient or Advanced | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Traina ES | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Traina ES | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **English language arts/literacy** | 49% | 53% | 54% | 58% | 48% | 50% |
| **Mathematics** | 35% | 39% | 45% | 45% | 37% | 38% |

## 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 | | 2017-18 School Year |
|---|---|---|
| **Percentage of Students Meeting Fitness Standards** | **Traina ES** | |
| | **Grade 5** | **Grade 7** |
| **Four of six standards** | 20.0% | 28.3% |
| **Five of six standards** | 41.1% | 38.0% |
| **Six of six standards** | 15.6% | 25.0% |

✧ Not applicable.

# CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

## Percentage of Students Meeting or Exceeding State Standards

2017-18 School Year

**English Language Arts**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 521 | 516 | 99.04% | 53.29% |
| **Male** | 263 | 261 | 99.24% | 45.59% |
| **Female** | 258 | 255 | 98.84% | 61.18% |
| **Black or African-American** | 37 | 37 | 100.00% | 40.54% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 100 | 100 | 100.00% | 63.00% |
| **Filipino** | 37 | 36 | 97.30% | 61.11% |
| **Hispanic or Latino** | 191 | 189 | 98.95% | 42.33% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 114 | 112 | 98.25% | 64.29% |
| **Two or more races** | 28 | 28 | 100.00% | 60.71% |
| **Socioeconomically disadvantaged** | 211 | 208 | 98.58% | 46.15% |
| **English learners** | 152 | 149 | 98.03% | 54.36% |
| **Students with disabilities** | 41 | 41 | 100.00% | 9.76% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

**Mathematics**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 521 | 518 | 99.42% | 39.19% |
| **Male** | 263 | 263 | 100.00% | 39.16% |
| **Female** | 258 | 255 | 98.84% | 39.22% |
| **Black or African-American** | 37 | 37 | 100.00% | 16.22% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 100 | 100 | 100.00% | 52.00% |
| **Filipino** | 37 | 37 | 100.00% | 40.54% |
| **Hispanic or Latino** | 191 | 190 | 99.48% | 28.42% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 114 | 112 | 98.25% | 49.11% |
| **Two or more races** | 28 | 28 | 100.00% | 53.57% |
| **Socioeconomically disadvantaged** | 211 | 210 | 99.53% | 30.95% |
| **English learners** | 152 | 151 | 99.34% | 39.74% |
| **Students with disabilities** | 41 | 41 | 100.00% | 4.88% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

❖ 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.

## 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 | |
|---|---|
| **2018-19 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 | |
|---|---|
| **2018-19 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, researches 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 | | 2018-19 School Year |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **English Language Arts & ELD** | *Wonders*, McGraw-Hill (K-5) | 03/2017 |
| **English Language Arts & ELD** | SpringBoard, College Board (6-8) | 05/2017 |
| **Mathematics** | *California Go Math!*, Houghton Mifflin Harcourt (K-8) | 05/2014 |
| **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** | *Social Studies Alive!* California Series, Teachers' Curriculum Institute (K-5) | 06/2018 |
| **History/social science** | *Ancient Civilizations*; Holt, Rinehart and Winston (6) | 06/2006 |
| **History/social science** | World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7) | 06/2006 |
| **History/social science** | US History, Holt, Rinehart and Winston | 06/2006 |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | 2018-19 School Year |
|---|---|
| **Data collection date** | 9/11/2018 |

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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 | 2018-19 School Year |
|---|---|
| **Items Inspected** | **Repair Status** |
| **Systems:** Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good |
| **Interior:** Interior surfaces (floors, ceilings, walls and window casings) | Good |
| **Cleanliness:** Pest/vermin control, overall cleanliness | Good |
| **Electrical:** Electrical systems | Good |
| **Restrooms/fountains:** Restrooms, sinks and drinking fountains | Good |
| **Safety:** Fire safety, emergency systems, hazardous materials | Good |
| **Structural:** Structural condition, roofs | Good |
| **External:** Windows/doors/gates/fences, playgrounds/school grounds | Good |
| **Overall summary of facility conditions** | Exemplary |
| **Date of the most recent school site inspection** | 7/24/2018 |
| **Date of the most recent completion of the inspection form** | 7/24/2018 |

## School Facilities

Traina School was built in 2006. The campus consists of an administration/kindergarten building; library; cafeteria/multipurpose room; 16 portables; and a classroom building that houses the computer lab, which we now use for other purposes, since we have Chromebooks for the classrooms. Classrooms are located in one of three wings, with the exception of music and physical education (PE). We use the Band Room at the back of the gym for music and band for grades 3-8, while the backstage area of the multipurpose room is for K-2 music. PE uses portables for classroom work and the outdoors and gym for the majority of their activities. 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 of grades TK-5 walks their students out to the front of the school for pickup. Students may leave the campus by whatever means permitted in writing by their parents or guardians. TK-5 teachers supervise their students until they are picked up, or they deposit them in the office in the event a parent is running late. No student may leave the campus with an unauthorized person. Students in grades 6-8 are released at the end of the day, and the teachers follow them out to the front of the school to ensure they depart campus safely. 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 three PE classrooms, 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.

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.

*Continued on sidebar*

*"We believe that all students can learn at high levels, and that we need to work interdependently to achieve that mission."*

[redacted]

## School Facilities

*Continued from left*

The student to Chromebook ratio in grades 1-8 is 1:1, which has allowed us to close the computer lab and have students work in their own classrooms with access to the internet and computer activities. Kindergarten has 10 Chromebooks available per class, and our intervention program has a cart of Chromebooks as well.

The entire campus is accessible for students with disabilities.

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

The new gymnasium, also part of Measure J, opened near the end of the 2015-16 school year and went into full use during 2016-17. The building includes a classroom for our band teacher, an office for our PE department, storage facilities and restrooms.

## 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** | **18-19** | **16-17** | **17-18** | **18-19** |
| **With a full credential** | 107 | 35 | 35 | 38 |
| **Without a full credential** | 9 | 1 | 1 | 0 |
| **Teaching outside subject area of competence (with full credential)** | 0 | 0 | 0 | 0 |

## 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 | |
|---|---|
| **2017-18 School Year** | |
| **Academic Counselors** | |
| **FTE of academic counselors** | 0.00 |
| **Average number of students per academic counselor** | ✧ |
| **Support Staff** | **FTE** |
| **Social/behavioral counselor** | 0.00 |
| **Career development counselor** | 0.00 |
| **Library media teacher (librarian)** | 0.10 |
| **Library media services staff (paraprofessional)** | 1.00 |
| **Psychologist** | 1.00 |
| **Social worker** | 0.00 |
| **Nurse** | 0.15 |
| **Speech/language/hearing specialist** | 1.00 |
| **Resource specialist (nonteaching)** | 0.00 |
| **Other** | **FTE** |
| **Speech language assistant** | 0.20 |

## 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | | | Three-Year Data |
|---|---|---|---|
| | Traina ES | | |
| **Teachers** | **16-17** | **17-18** | **18-19** |
| **Teacher misassignments of English learners** | 0 | 0 | 0 |
| **Total teacher misassignments** | 0 | 0 | 0 |
| **Vacant teacher positions** | 0 | 0 | 0 |

## 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 and 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 |
|---|---|---|---|
| | **2016-17** | **2017-18** | **2018-19** |
| **Traina ES** | 2 days | 3 days | 2 days |

✧ Not applicable.

## Financial Data

The financial data displayed in this SARC is from the 2016-17 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.

| Salary Data | 2016-17 Fiscal Year | |
|---|---|---|
| | **Jefferson SD** | **Similar Sized District** |
| **Beginning teacher salary** | $42,782 | $48,064 |
| **Midrange teacher salary** | $68,654 | $75,417 |
| **Highest teacher salary** | $84,853 | $94,006 |
| **Average elementary school principal salary** | $104,314 | $119,037 |
| **Superintendent salary** | $159,227 | $183,692 |
| **Teacher salaries: percentage of budget** | 42% | 36% |
| **Administrative salaries: percentage of budget** | 6% | 6% |

## Financial Data Comparison

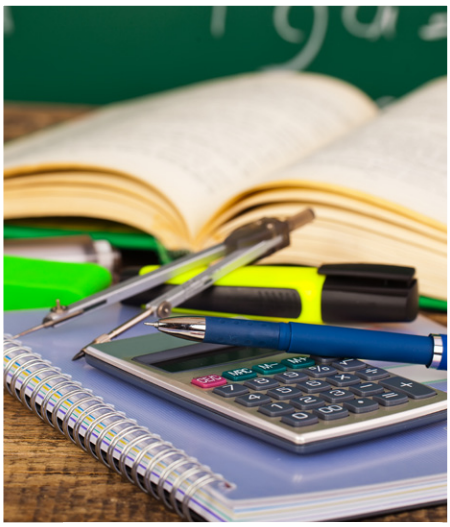
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | 2016-17 Fiscal Year | |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Traina ES** | $5,788 | $71,668 |
| **Jefferson SD** | $7,866 | $76,844 |
| **California** | $7,125 | $76,046 |
| **School and district: percentage difference** | -26.4% | -6.7% |
| **School and California: percentage difference** | -18.8% | -5.8% |

## 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 | |
|---|---|
| **2016-17 Fiscal Year** | |
| **Total expenditures per pupil** | $6,461 |
| **Expenditures per pupil from restricted sources** | $674 |
| **Expenditures per pupil from unrestricted sources** | $5,788 |
| **Annual average teacher salary** | $71,668 |



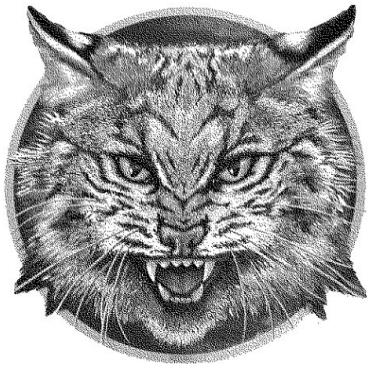
## Expenditures Per Pupil

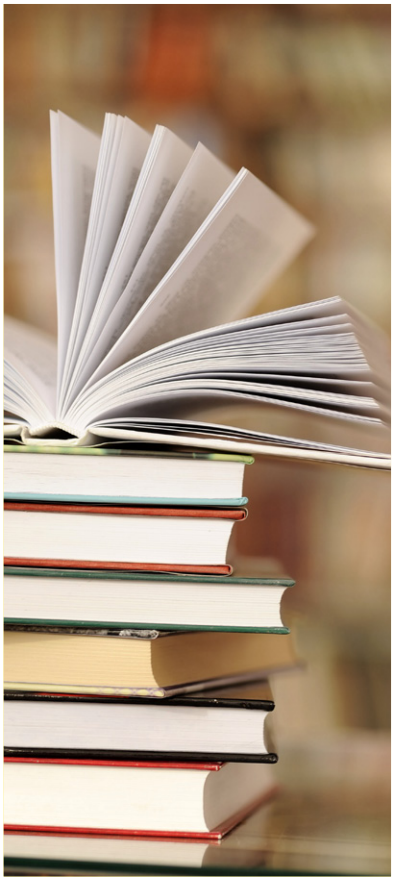
Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is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

# SARC

2017-18 School Accountability Report Card

Published in 2018-19





## Jefferson School

Grades 5-8
CDS Code 39-68544-6041875

Alyssa Wooten
Principal
awooten@sjcoe.net

7500 West Linne Road
Tracy, CA 95304
(209) 835-3053

www.jeffersonschooldistrict.com/jefferson

## Jefferson School District

1219 Whispering Wind Drive Tracy, CA 95377 ▪ www.jeffersonschooldistrict.com
James W. Bridges, Ed.D., Superintendent ▪ jbridges@sjcoe.net ▪ (209) 836-3388

## 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 of 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 2017-18 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 on to 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 sizes 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.

Our goals for the 2017-18 school year involved teachers being lifelong learners and collaborating to research best practices. A team of Jefferson School teacher leaders attended a three-day Professional Learning Community (PLC) conference over the summer of 2016 and again in the summer of 2017 to learn what PLCs are and how they successfully function in schools. The Site Leadership Team met throughout the year to make school-based decisions that are in the best interest of the students and based on proven research. Specifically, we are focusing on a Multi-Tiered System of Supports (MTSS) that encompasses intervening and enriching both academics and behaviors. These team members are leading small content area teams through a journey of researching best practices, creating SMART goals for student learning, creating common formative assessments, comparing data and working together to plan. This was an exciting year for us as we moved through the initial stages of the PLC process.

The Jefferson School staff is working even harder this year on implementing the PLC process. We have finalized our school mission and vision. Furthermore, we are focusing on individualized intervention and an overall tiered intervention program. Through research, we are questioning grading strategies, implementing more common formative assessments, reviewing data for reteaching opportunities and working together to reach our mission. Our goal is to meet student needs on a by student, by standard basis; meaning we will intervene for each child and for each essential standard they need to master. Interventions for English learners (ELs), special population and Gifted and Talented Education (GATE) students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically; we strive to meet behavioral needs as well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn from behaviors. Our on-site therapist provides students and families support for mental-health needs, trauma, etc.

Jefferson School's Associate Student Body (ASB) is working hard this year to partner with Tracy High School Bulldog Project. Together they promote anti-bullying campaigns, encourage students to stand up for what is right, spread awareness about the effects of drug and alcohol use, and inspire all to embrace each other's differences and support fellow students. Jefferson's student body can attend any ASB meetings, which are held weekly on Wednesdays.

Overall, Jefferson School focuses on the whole child. We know that a balance of academic, mental and social success is key for sustained student success. The support for students is endless. Staff does what it takes to help all students. I am privileged to serve as the principal of Jefferson School and look forward to a successful year.

Alyssa Wooten

## School Mission Statement

We take collective responsibility to empower all students to reach their fullest academic, physical and social potential.

## School Vision Statement

Our school provides a safe, encouraging environment where growth is the goal, failure is not feared but accepted as a learning opportunity, and staff and students strive for success through Jefferson's PRIDE.

P – People are valued and appreciated.

R – Rigor is embedded in all subjects through standards-based learning.

I – Integrity, empathy and acceptance are expected and recognized.

D – Differentiation is provided during the school day, utilizing a multi-tiered system of supports.

E – Excellence is achieved via meaningful, engaging work with self-reflection.

*For the 2018-19 school year, Jefferson School District adopted the Second Step Program, which focuses on social-emotional learning (SEL). Structured lessons include common themes and language across grade levels, are taught in classrooms on a weekly basis, and reinforced in our actions and character education program each and every day. The goal for this program is to further build the overall character of our Jefferson School students.*

## 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.

## District Mission Statement

We take collective responsibility for ensuring all students achieve at high levels.

## District Vision Statement

We want to be a collaborative, interdependent school district, focused on student learning to meet the mission of the Jefferson School District. We envision a district in which staff:

- Demonstrate an unwavering commitment to developing the whole child (Whole Child)
- Seek and implement research-based strategies for improving student learning on a continual basis (Research-based)
- Monitor each student's progress and ensure mastery of all essential standards (Ensure Mastery)

## Governing Board

Pete Carlson, President

Debbie Wingo, Vice President

Phil Raya, Clerk

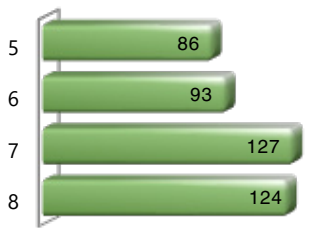
Brain Jackman, Member

Dan Wells, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

### 2017-18 Enrollment by Grade




Be Responsible
Do Your Best Each Day - Think Before You Speak

**JEFFERSON CREED**

Put Others First - Avoid Conflict

## 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

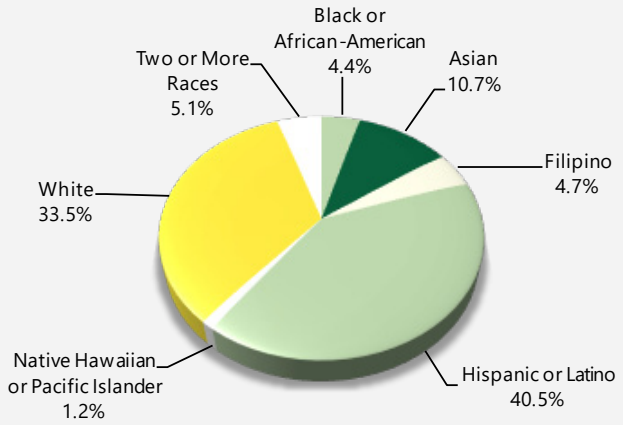
| Jefferson School | | | |
|---|---|---|---|
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 2.9% | 4.9% | 3.0% |
| Expulsion rates | 0.0% | 0.0% | 0.2% |
| **Jefferson SD** | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 2.7% | 3.5% | 1.8% |
| Expulsion rates | 0.0% | 0.0% | 0.0% |
| **California** | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 3.7% | 3.6% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

## Enrollment by Student Group

The total enrollment at the school was 430 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

**2017-18 School Year**



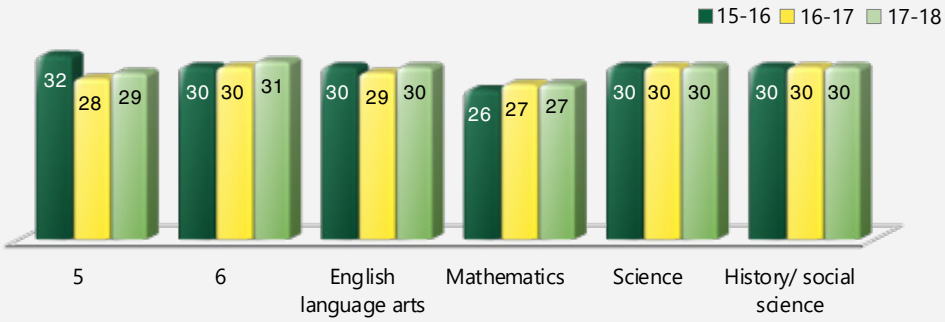

| Socioeconomically disadvantaged | 26.30% | English learners | 11.90% | Students with disabilities | 8.60% | Foster youth | 0.20% |
|---|---|---|---|---|---|---|---|

## 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

**Three-Year Data**




### Number of Classrooms by Size

**Three-Year Data**

| | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Number of Students** | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| **5** | | 3 | | | 3 | | | 3 | |
| **6** | | 4 | | | 4 | | | 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 | 1 | | 8 | |
| **Mathematics** | 1 | 5 | | 1 | 7 | | | 9 | |
| **Science** | | 4 | 2 | | 3 | 4 | | 8 | |
| **History/social science** | | 5 | 1 | | 6 | 1 | | 8 | |

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

| Percentage of Students Scoring at Proficient or Advanced | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Jefferson School | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Jefferson School | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **English language arts/literacy** | 59% | 64% | 54% | 58% | 48% | 50% |
| **Mathematics** | 53% | 52% | 45% | 45% | 37% | 38% |

## 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 | | 2017-18 School Year |
|---|---|---|
| **Percentage of Students Meeting Fitness Standards** | **Jefferson School** | |
| | **Grade 5** | **Grade 7** |
| **Four of six standards** | 4.4% | 11.8% |
| **Five of six standards** | 26.7% | 22.8% |
| **Six of six standards** | 50.0% | 52.0% |

✧ Not applicable.

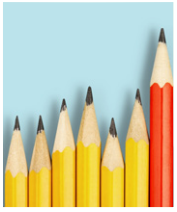
## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



## CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 5-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

# CAASPP Results by Student Group: English Language Arts and Mathematics (grades 5-8)

## Percentage of Students Meeting or Exceeding State Standards

2017-18 School Year

**English Language Arts**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 437 | 434 | 99.31% | 63.59% |
| **Male** | 225 | 224 | 99.56% | 58.48% |
| **Female** | 212 | 210 | 99.06% | 69.05% |
| **Black or African-American** | 19 | 19 | 100.00% | 52.63% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 51 | 50 | 98.04% | 78.00% |
| **Filipino** | 18 | 18 | 100.00% | 83.33% |
| **Hispanic or Latino** | 171 | 171 | 100.00% | 53.80% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 149 | 147 | 98.66% | 68.03% |
| **Two or more races** | 25 | 25 | 100.00% | 68.00% |
| **Socioeconomically disadvantaged** | 116 | 114 | 98.28% | 52.63% |
| **English learners** | 88 | 87 | 98.86% | 54.02% |
| **Students with disabilities** | 39 | 38 | 97.44% | 10.53% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

**Mathematics**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 437 | 433 | 99.08% | 51.50% |
| **Male** | 225 | 223 | 99.11% | 54.26% |
| **Female** | 212 | 210 | 99.06% | 48.57% |
| **Black or African-American** | 19 | 19 | 100.00% | 26.32% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 51 | 50 | 98.04% | 74.00% |
| **Filipino** | 18 | 18 | 100.00% | 66.67% |
| **Hispanic or Latino** | 171 | 171 | 100.00% | 39.18% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 149 | 146 | 97.99% | 58.90% |
| **Two or more races** | 25 | 25 | 100.00% | 60.00% |
| **Socioeconomically disadvantaged** | 116 | 114 | 98.28% | 40.35% |
| **English learners** | 88 | 87 | 98.86% | 37.93% |
| **Students with disabilities** | 39 | 37 | 94.87% | 8.11% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

❖ 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.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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 | 2018-19 School Year |
|---|---|
| **Items Inspected** | **Repair Status** |
| **Systems:** Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good |
| **Interior:** Interior surfaces (floors, ceilings, walls and window casings) | Good |
| **Cleanliness:** Pest/vermin control, overall cleanliness | Good |
| **Electrical:** Electrical systems | Good |
| **Restrooms/fountains:** Restrooms, sinks and drinking fountains | Good |
| **Safety:** Fire safety, emergency systems, hazardous materials | Good |
| **Structural:** Structural condition, roofs | Good |
| **External:** Windows/doors/gates/fences, playgrounds/school grounds | Good |
| **Overall summary of facility conditions** | Exemplary |
| **Date of the most recent school site inspection** | 7/23/2018 |
| **Date of the most recent completion of the inspection form** | 7/23/2018 |

## 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. We recently added an Ident-A-Kid visitor management system on campus. This system makes it easier to track visitors and volunteers. Furthermore, it requires parents to digitally check their child in and out for a more accurate account of children on campus.

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. 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.

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 originally had 20 classrooms, a gymnasium, library, computer lab, science lab, cafeteria, band room, maintenance shop, bus barn and three baseball diamonds.

In 2010, a school facilities bond was passed. This bond provided Jefferson School with a new main office building and classrooms, gymnasium, kitchen, playground and track area with space for multiple courts and activities, music and theater area attached to the gym stage, state of the art library, and modernized science labs. Furthermore, all classrooms are set up with smart projectors and students have Chromebooks in each classroom. This construction included a new fire and intrusion alarm system. To support the new fire and irrigation systems, a new well was drilled and a 125,000-gallon tank sits on the back of the property. The design of the school offers room for expansion in the future if needed.

*Continued on sidebar*

## 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 their 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, alternating between Jefferson and Monticello Elementary School.

Parents can also get involved with the following: English Learner Advisory Committee (ELAC), School Site Council, GATE activities, Safety Team, graduation committees, and classroom and school function volunteering. We welcome parents to be on our campus and to help throughout the year.

Recently Jefferson School installed a digital marquee. This will be used to celebrate school successes and as another platform to inform students and families of upcoming events. Furthermore, families receive a weekly newsletter highlighting our campus and how to be involved.

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

## School Facilities

*Continued from left*

Construction of a new school on the site began in 2014. The new school opened in January 2016 and students moved from the temporary site to the new building in January 2016. The opening of the school and ribbon cutting ceremony took place in January 2016 where Jefferson School Board members, Jefferson superintendent, Jefferson administration, Tracy Mayor, DARE officer, families and staff attended and walked the halls. Currently we have 22 classrooms, 20 teachers serving our 5th through 8th grade students, and an instructional coach specially working with teachers on first best instruction.

## 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 | |
|---|---|
| **2018-19 School Year** | |
| **Reading/language arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History/social science** | 0% |
| **Visual and performing arts** | 0% |
| **Foreign language** | 0% |
| **Health** | 0% |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | |
|---|---|
| **2018-19 School Year** | |
| **Data collection date** | 9/11/2018 |

## Quality of Textbooks

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

| Quality of Textbooks | |
|---|---|
| **2018-19 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, researches 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 | | 2018-19 School Year |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **English Language Arts & ELD** | *Wonders*, McGraw-Hill (K-5) | 03/2017 |
| **English Language Arts & ELD** | SpringBoard, College Board (6-8) | 05/2017 |
| **Mathematics** | *California Go Math!*, Houghton Mifflin Harcourt (K-8) | 05/2014 |
| **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** | *Social Studies Alive!* California Series, Teachers' Curriculum Institute (K-5) | 06/2018 |
| **History/social science** | *Ancient Civilizations*; Holt, Rinehart and Winston (6) | 06/2006 |
| **History/social science** | World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7) | 06/2006 |
| **History/social science** | US History, Holt, Rinehart and Winston | 06/2006 |

## 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 first-come, first-served 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.

## 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** | **18-19** | **16-17** | **17-18** | **18-19** |
| **With a full credential** | 107 | 18 | 19 | 18 |
| **Without a full credential** | 9 | 1 | 1 | 2 |
| **Teaching outside subject area of competence (with full credential)** | 0 | 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | | | Three-Year Data |
|---|---|---|---|
| | Jefferson School | | |
| **Teachers** | **16-17** | **17-18** | **18-19** |
| **Teacher misassignments of English learners** | 0 | 0 | 0 |
| **Total teacher misassignments** | 0 | 0 | 0 |
| **Vacant teacher positions** | 0 | 0 | 0 |

## School Safety

Jefferson School maintains a school safety plan, which is updated annually by the Safety Committee, whose members include administrators, employees, parents and local law enforcement. 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 August 2018 and again in October 2018. We use our safety plan, along with fire and earthquake drills, at each site.

## 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 and 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 |
|---|---|---|---|
| | **2016-17** | **2017-18** | **2018-19** |
| **Jefferson School** | 2 days | 3 days | 2 days |

*Jefferson School CREED*
*Be Responsible*
*Do Your Best Each Day*
*Think Before You Speak*
*Put Others First*
*Avoid Conflict*

## 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 | |
|---|---|
| **2017-18 School Year** | |
| **Academic Counselors** | |
| **FTE of academic counselors** | 0.00 |
| **Average number of students per academic counselor** | ✧ |
| **Support Staff** | **FTE** |
| **Social/behavioral counselor** | 0.00 |
| **Career development counselor** | 0.00 |
| **Library media teacher (librarian)** | 0.50 |
| **Library media services staff (paraprofessional)** | 0.50 |
| **Psychologist** | 0.40 |
| **Social worker** | 0.00 |
| **Nurse** | 0.15 |
| **Speech/language/hearing specialist** | 0.40 |
| **Resource specialist (nonteaching)** | 0.00 |

✧ Not applicable.

## 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
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

## 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 | |
|---|---|
| **2016-17 Fiscal Year** | |
| **Total expenditures per pupil** | $7,283 |
| **Expenditures per pupil from restricted sources** | $1,181 |
| **Expenditures per pupil from unrestricted sources** | $6,101 |
| **Annual average teacher salary** | $74,930 |

## 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 2016-17 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.

| Salary Data | | 2016-17 Fiscal Year |
|---|---|---|
| | **Jefferson SD** | **Similar Sized District** |
| **Beginning teacher salary** | $42,782 | $48,064 |
| **Midrange teacher salary** | $68,654 | $75,417 |
| **Highest teacher salary** | $84,853 | $94,006 |
| **Average elementary school principal salary** | $104,314 | $119,037 |
| **Superintendent salary** | $159,227 | $183,692 |
| **Teacher salaries: percentage of budget** | 42% | 36% |
| **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 | | 2016-17 Fiscal Year |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Jefferson School** | $6,793 | $82,633 |
| **Jefferson SD** | $7,866 | $76,844 |
| **California** | $7,125 | $76,046 |
| **School and district: percentage difference** | -13.6% | +7.5% |
| **School and California: percentage difference** | -4.7% | +8.7% |



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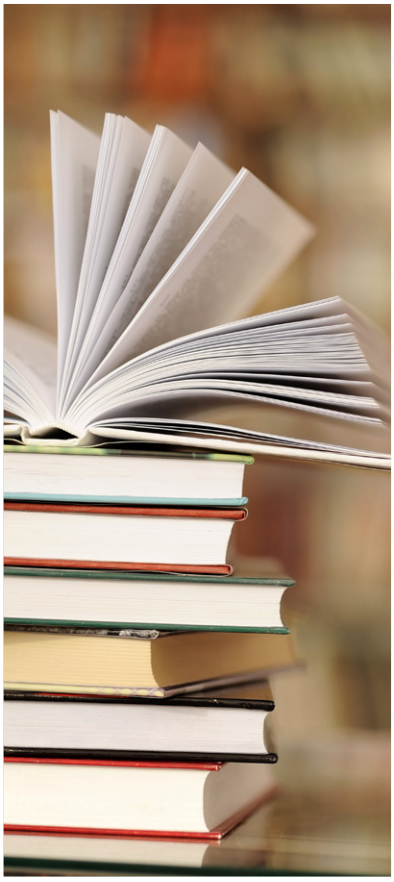
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

# SARC

2017-18 School Accountability Report Card

Published in 2018-19



## Monticello Elementary School

Grades TK-4
CDS Code 39-68544-6110373

Emily Stroup
Principal
estroup@sjcoe.net

1001 Cambridge Place
Tracy, CA 95377
(209) 833-9300

www.jeffersonschooldistrict.com/monticello

## Jefferson School District

1219 Whispering Wind Drive Tracy, CA 95377 ▪ www.jeffersonschooldistrict.com
James W. Bridges, Ed.D., Superintendent ▪ jbridges@sjcoe.net ▪ (209) 836-3388

## Principal's Message

Monticello Elementary School, which opened in 1991, currently serves 460 students in transitional kindergarten through fourth grade. Our exemplary staff, positive learning environment and rigorous curriculum help guide our students to become confident, independent, successful contributors to our school community, as well as society as a whole. Our staff collaborate on a routine basis to ensure all students are learning at high levels, placing an emphasis on the education of the whole child: cognitive, social and emotional. Our staff works closely with the parents and guardians of our students, establishing a partnership that facilitates the achievement of all of our students. At Monticello, our students are our No. 1 priority.

Staff goals for the 2018-19 school year at Monticello:

- Continue implementation of Professional Learning Communities (PLCs) within our school and district
- Support our Second Step character education program, and reinforce the Character Counts key components of trustworthiness, respect, responsibility, fairness, caring and citizenship
- Implementation of our Positive Behavioral Interventions and Supports (PBIS) program
- Continue to support the antibullying program both at school and districtwide
- Continually update our site emergency plan and practice our emergency procedure protocols on a routine basis

## School Mission Statement

Our educational community shares responsibility for all students reaching high levels of learning.

## Parental Involvement

Parent and guardian support and involvement are a mainstay at Monticello Elementary School. Volunteers are welcome within the individual classrooms, as well as at school events and productions. Volunteers may choose from a variety of opportunities should they want to be involved in our school and support our student population. Some examples are as follows:

- Attend monthly Parent Faculty Association meetings
- Participate in various fundraising activities that may include the Jefferson/Monticello Carnival, See's Candy sales, open house, Fund Run, Movie Night, Box Tops for Education, book fair and Turkey Trot
- Become a member of the School Site Council (SSC)
- Volunteer in classrooms (tuberculosis [TB] clearance is required to volunteer on a consistent basis)
- Chaperone class field trips
- Participation on our English Learner Advisory Committee (ELAC)

Monticello recently installed a digital marquee. This will be used to celebrate school successes, notify the school community of upcoming events, and provide any additional information on an as-needed basis. In addition, Monticello families receive a weekly, digital newsletter highlighting current and upcoming events, and provides information about how to be involved on our campus.

For details on how to volunteer your time, please contact our Parent Faculty Association president, Alexis Imperial-Bobis, at (209) 833-9300.

## School Safety

Monticello Elementary School's School Site Plan is a living document. Our staff formally reviews our plan on an annual basis. Numerous policies and procedures are in place to ensure the safety of all of our students and staff. Within each classroom, emergency procedures are posted by each door, along with an emergency backpack containing various survival items, first-aid supplies, and emergency contact information. Our District Safety Committee updates our emergency backpacks on an as-needed basis. The posted emergency procedures include general information regarding actions to be taken should any of the following events occur: fallen aircraft, flood preparedness, fire, missing-student protocol, campus shooting, earthquakes, bomb threat and checklist, explosion, chemical accident, and lockdown.

Grade-level representatives maintain an emergency procedure plan that they disseminate and implement, should the need arise. Such a plan includes staff phone tree information, evacuation locations and procedures, and various emergency responsibilities. Monthly emergency drills are conducted, allowing ample practice for both students and staff. All drills are conducted in a timely manner, and debriefed to ensure any necessary changes are made.

Jefferson School District is committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, the district has developed an Injury and Illness Prevention Program for its employees. It is designed to minimize workplace accidents, injuries and illnesses. In making safety a high priority, injuries and illnesses are reduced, whilst we see an increase in overall productivity. Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the entire school community.

The district safety plan was reviewed and discussed with the staff in October 2018. We use our safety plan, along with fire drills, intruder-on-campus drills, reverse-evacuation drills, earthquake drills, lockdown drills, and shelter-in-place drills at each site. The school safety plan is reviewed, updated and discussed with the school faculty each school year.

## 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.

## District Mission Statement

We take collective responsibility for ensuring all students achieve at high levels.

## District Vision Statement

We want to be a collaborative, interdependent school district, focused on student learning to meet the mission of the Jefferson School District. We envision a district in which staff:

- Demonstrate an unwavering commitment to developing the whole child (Whole Child)
- Seek and implement research-based strategies for improving student learning on a continual basis (Research-based)
- Monitor each student's progress and ensure mastery of all essential standards (Ensure Mastery)

JEFFERSON SCHOOL DISTRICT
LEARNING TODAY...LEADING TOMORROW

## Governing Board

Pete Carlson, President

Debbie Wingo, Vice President

Phil Raya, Clerk

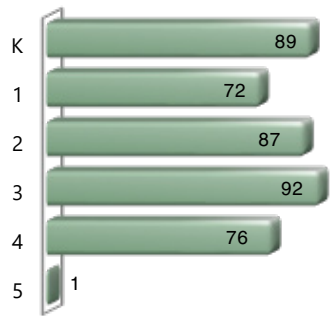
Brain Jackman, Member

Dan Wells, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

### 2017-18 Enrollment by Grade

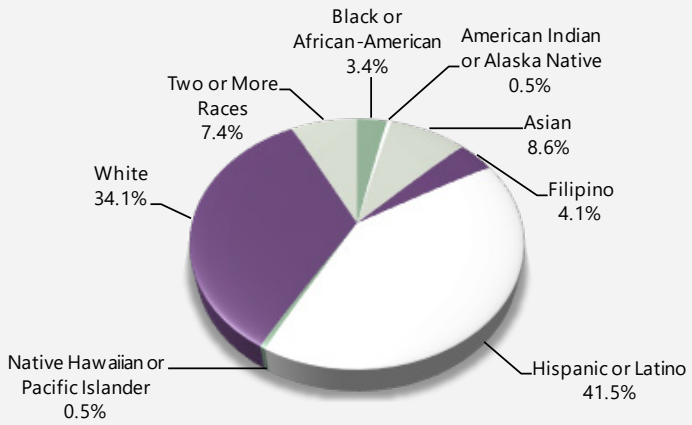



## Enrollment by Student Group

The total enrollment at the school was 417 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

**2017-18 School Year**




| | | | | | |
|---|---|---|---|---|---|
| Socioeconomically disadvantaged | 29.70% | English learners | 13.70% | Students with disabilities | 11.80% | Foster youth | 0.70% |

## 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

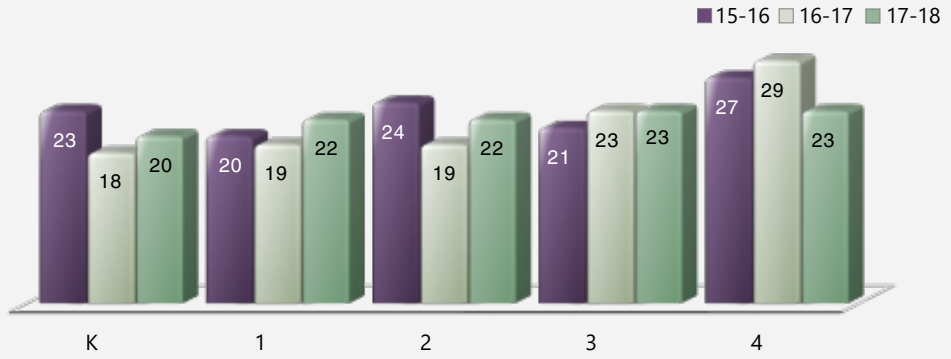
| Monticello ES | | | |
|---|---|---|---|
| | **15-16** | **16-17** | **17-18** |
| **Suspension rates** | 2.2% | 1.7% | 2.2% |
| **Expulsion rates** | 0.0% | 0.0% | 0.0% |
| **Jefferson SD** | | | |
| | **15-16** | **16-17** | **17-18** |
| **Suspension rates** | 2.7% | 3.5% | 1.8% |
| **Expulsion rates** | 0.0% | 0.0% | 0.0% |
| **California** | | | |
| | **15-16** | **16-17** | **17-18** |
| **Suspension rates** | 3.7% | 3.6% | 3.5% |
| **Expulsion rates** | 0.1% | 0.1% | 0.1% |

## 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

**Three-Year Data**




### Number of Classrooms by Size

**Three-Year Data**

| | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade** | Number of Students | | | | | | | | |
| | **1-20** | **21-32** | **33+** | **1-20** | **21-32** | **33+** | **1-20** | **21-32** | **33+** |
| **K** | | 3 | | | 3 | | 1 | 3 | |
| **1** | | 4 | | | 3 | | | 3 | |
| **2** | | 3 | | | 4 | | | 4 | |
| **3** | 1 | 3 | | | 3 | | | 4 | |
| **4** | | 3 | | | 3 | | | 4 | |

## Character Education Program

Beginning in the 2018-19 school year, the Jefferson School District adopted the Second Step Program, a curriculum series that focuses on social and emotional learning (SEL). Structured lessons include common themes and language across all grade levels. Lessons are taught in classrooms on a weekly basis, and are reinforced in our actions and character education program each and every day. The goal of this program is to further build the overall character of our Monticello students.

Monticello Elementary School has adopted the Character Counts Character Education Program, focusing on the six pillars of character. 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

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

| Percentage of Students Scoring at Proficient or Advanced | | | | | | Two-Year Data |
|---|---|---|---|---|---|---|
| | Monticello ES | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

| Percentage of Students Meeting or Exceeding State Standards | | | | | | Two-Year Data |
|---|---|---|---|---|---|---|
| | Monticello ES | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **English language arts/literacy** | 50% | 58% | 54% | 58% | 48% | 50% |
| **Mathematics** | 60% | 56% | 45% | 45% | 37% | 38% |

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3 and 4.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

# CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3 and 4)

## Percentage of Students Meeting or Exceeding State Standards

**2017-18 School Year**

**English Language Arts**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 176 | 173 | 98.30% | 57.80% |
| **Male** | 103 | 100 | 97.09% | 50.00% |
| **Female** | 73 | 73 | 100.00% | 68.49% |
| **Black or African-American** | ❖ | ❖ | ❖ | ❖ |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 18 | 17 | 94.44% | 70.59% |
| **Filipino** | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 73 | 72 | 98.63% | 48.61% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 61 | 61 | 100.00% | 57.38% |
| **Two or more races** | 12 | 12 | 100.00% | 91.67% |
| **Socioeconomically disadvantaged** | 49 | 47 | 95.92% | 51.06% |
| **English learners** | 34 | 33 | 97.06% | 57.58% |
| **Students with disabilities** | 20 | 19 | 95.00% | 36.84% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

**Mathematics**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 175 | 172 | 98.29% | 55.81% |
| **Male** | 102 | 100 | 98.04% | 58.00% |
| **Female** | 73 | 72 | 98.63% | 52.78% |
| **Black or African-American** | ❖ | ❖ | ❖ | ❖ |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 18 | 17 | 94.44% | 64.71% |
| **Filipino** | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 72 | 72 | 100.00% | 44.44% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 61 | 60 | 98.36% | 60.00% |
| **Two or more races** | 12 | 12 | 100.00% | 83.33% |
| **Socioeconomically disadvantaged** | 48 | 47 | 97.92% | 48.94% |
| **English learners** | 34 | 33 | 97.06% | 51.52% |
| **Students with disabilities** | 20 | 19 | 95.00% | 36.84% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

❖ 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.

## 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, researches 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

**2018-19 School Year**

| Subject | Textbook | Adopted |
|---|---|---|
| **English Language Arts & ELD** | *Wonders*, McGraw-Hill (K-5) | 03/2017 |
| **English Language Arts & ELD** | SpringBoard, College Board (6-8) | 05/2017 |
| **Mathematics** | *California Go Math!*, Houghton Mifflin Harcourt (K-8) | 05/2014 |
| **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** | *Social Studies Alive!* California Series, Teachers' Curriculum Institute (K-5) | 06/2018 |
| **History/social science** | *Ancient Civilizations*; Holt, Rinehart and Winston (6) | 06/2006 |
| **History/social science** | World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7) | 06/2006 |
| **History/social science** | US History, Holt, Rinehart and Winston | 06/2006 |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

**2018-19 School Year**

| | |
|---|---|
| **Data collection date** | 9/11/2018 |

## 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

| 2018-19 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

| 2018-19 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 |

## 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-served 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.

*"Our exemplary staff, positive learning environment and rigorous curriculum help guide our students to become confident, independent, successful contributors to our school community, as well as society as a whole."*

## 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
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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 | 2018-19 School Year |
|---|---|
| **Items Inspected** | **Repair Status** |
| **Systems:** Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good |
| **Interior:** Interior surfaces (floors, ceilings, walls and window casings) | Good |
| **Cleanliness:** Pest/vermin control, overall cleanliness | Good |
| **Electrical:** Electrical systems | Good |
| **Restrooms/fountains:** Restrooms, sinks and drinking fountains | Good |
| **Safety:** Fire safety, emergency systems, hazardous materials | Good |
| **Structural:** Structural condition, roofs | Good |
| **External:** Windows/doors/gates/fences, playgrounds/school grounds | Good |
| **Overall summary of facility conditions** | Exemplary |
| **Date of the most recent school site inspection** | 7/23/2018 |
| **Date of the most recent completion of the inspection form** | 7/23/2018 |

## School Facilities

At Monticello Elementary School, students are monitored consistently throughout the school day. Yard supervisors, teachers, the site administrator and other school personnel provide supervision for students before, during and after school, as well as at school events. All visitors are required to sign in at the office and receive proper authorization in order to be on campus. A school visitors badge must be displayed at all times. We recently added an Ident-A-Kid visitor management system on our campus. This system makes it easier to track visitors and volunteers. In addition, it requires parents to digitally check their child in or out, providing a more accurate account of children on campus at a given time.

The district recently installed a new front gate and office entryway in an effort to increase site security and improve the visitor check-in procedure. The new gate and entryway allow for a better line of sight by the office secretaries, requires all visitors both coming on and leaving campus to pass through the office, and provides an additional layer of security for all students and staff on campus. The new system has been well received by the entire school community.

All school employees support the uninterrupted education of the students at Monticello Elementary School. Interruptions throughout the school days are kept to a minimum. Teachers and staff are provided a budget and are encouraged to participate in cutting-edge conferences and professional development opportunities to better their teaching skills and provide all of our students with new and innovative learning opportunities. We have allocated time each week for teachers to meet and collaborate with one another in an effort to ensure that all students receive high quality learning opportunities. Monticello School is committed to educating the whole child, utilizing a variety of modalities, such as Student Study Team meetings, formal and informal assessments, parent-teacher conferences, and phone calls home, to name a few.

We at Monticello Elementary School take pride in our campus. We work together and strive to keep our campus clean and graffiti free. Our Associated Student Body officers and representatives often partake in community service opportunities both on our campus and throughout the community.

Our maintenance team takes pride in their work, and is committed to keeping our school clean, well maintained, organized and safe. All school facilities are meticulously maintained and in exemplary status. We are never without custodial assistance throughout the school day. The school's custodial team also ensures that school facilities comply 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. Their prompt response to staff and student needs is greatly appreciated.

## 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** | **18-19** | **16-17** | **17-18** | **18-19** |
| **With a full credential** | 107 | 20 | 21 | 21 |
| **Without a full credential** | 9 | 1 | 0 | 2 |
| **Teaching outside subject area of competence (with full credential)** | 0 | 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

### Teacher Misassignments and Vacant Teacher Positions

Three-Year Data

| | Monticello ES | | |
|---|---|---|---|
| **Teachers** | **16-17** | **17-18** | **18-19** |
| **Teacher misassignments of English learners** | 0 | 0 | 0 |
| **Total teacher misassignments** | 0 | 0 | 0 |
| **Vacant teacher positions** | 0 | 0 | 0 |

## 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 and 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

| | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Monticello ES** | 2 days | 3 days | 2 days |

✧ Not applicable.

## 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).

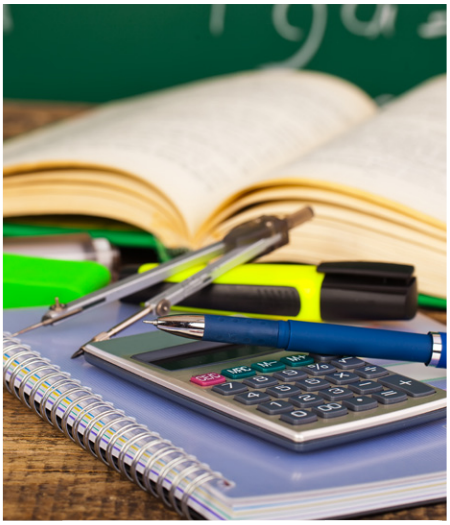
### Academic Counselors and School Support Staff Data

| 2017-18 School Year | |
|---|---|
| **Academic Counselors** | |
| **FTE of academic counselors** | 0.00 |
| **Average number of students per academic counselor** | ✧ |
| **Support Staff** | **FTE** |
| **Social/behavioral counselor** | 0.00 |
| **Career development counselor** | 0.00 |
| **Library media teacher (librarian)** | 0.10 |
| **Library media services staff (paraprofessional)** | 1.00 |
| **Psychologist** | 0.60 |
| **Social worker** | 0.00 |
| **Nurse** | 0.15 |
| **Speech/language/hearing specialist** | 0.40 |
| **Resource specialist (nonteaching)** | 0.00 |
| **Other** | **FTE** |
| **Speech language assistant** | 0.60 |

## 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 | |
|---|---|
| **2016-17 Fiscal Year** | |
| **Total expenditures per pupil** | $7,985 |
| **Expenditures per pupil from restricted sources** | $1,192 |
| **Expenditures per pupil from unrestricted sources** | $6,793 |
| **Annual average teacher salary** | $82,633 |



## 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 2016-17 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.

| Salary Data | | 2016-17 Fiscal Year |
|---|---|---|
| | **Jefferson SD** | **Similar Sized District** |
| **Beginning teacher salary** | $42,782 | $48,064 |
| **Midrange teacher salary** | $68,654 | $75,417 |
| **Highest teacher salary** | $84,853 | $94,006 |
| **Average elementary school principal salary** | $104,314 | $119,037 |
| **Superintendent salary** | $159,227 | $183,692 |
| **Teacher salaries: percentage of budget** | 42% | 36% |
| **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 | | 2016-17 Fiscal Year |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Monticello ES** | $6,101 | $74,930 |
| **Jefferson SD** | $7,866 | $76,844 |
| **California** | $7,125 | $76,046 |
| **School and district: percentage difference** | -22.4% | -2.5% |
| **School and California: percentage difference** | -14.4% | -1.5% |



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www.sia-us.com | 800.487.9234

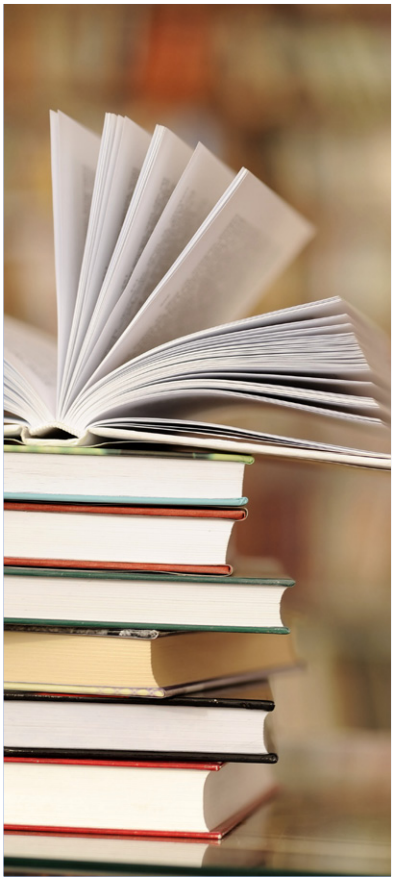
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

# SARC

2017-18 School Accountability Report Card

Published in 2018-19



## Tom Hawkins Elementary School

*Living and learning with purpose*

Grades TK-8
CDS Code 39-68544-6117618

Christina Orsi
Principal
corsi@sjcoe.net

475 Darlene Lane
Tracy, CA 95377
(209) 839-2380

www.jeffersonschooldistrict.com/hawkins

## Jefferson School District

1219 Whispering Wind Drive Tracy, CA 95377 ▪ www.jeffersonschooldistrict.com
James W. Bridges, Ed.D., Superintendent ▪ jbridges@sjcoe.net ▪ (209) 836-3388

## Principal's Message

Tom Hawkins Elementary School is a transitional kindergarten (TK) through eighth-grade 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. 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. The Character Education program focuses around 10 pillars of character: Safety, Respect, Compassion, Sportsmanship, Cooperation, Perseverance, Trustworthiness, Creativity, Leadership and Excellence. Students also receive weekly social-emotional learning instruction using research-based Second Step curriculum.

What makes Hawkins a unique educational experience is the focus on student-centered events. On the first day of school, the staff greet students 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, Hawkapalooza Music Festival, Red Ribbon Week, artist in residence, Family Science Night, Science and Math Olympiad, science fair, 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 so that our students' educational opportunities go beyond the classroom.

## School Mission Statement

At Tom Hawkins Elementary School, we take collective responsibility to ensure all students learn at high levels.

## School Vision Statement

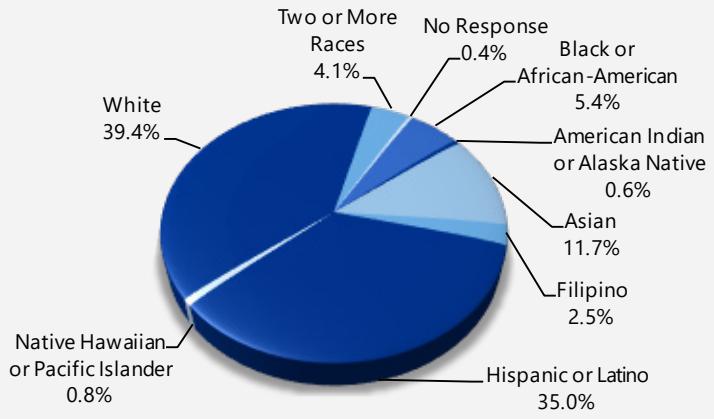
Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, providing school safety and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical 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.

## Enrollment by Student Group

The total enrollment at the school was 725 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

**2017-18 School Year**




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Socioeconomically disadvantaged | 30.80% | English learners | 15.30% | Students with disabilities | 7.40% | Foster youth | 0.60% |

## 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.

## District Mission Statement

We take collective responsibility for ensuring all students achieve at high levels.

## District Vision Statement

We want to be a collaborative, interdependent school district, focused on student learning to meet the mission of the Jefferson School District. We envision a district in which staff:

- Demonstrate an unwavering commitment to developing the whole child (Whole Child)
- Seek and implement research-based strategies for improving student learning on a continual basis (Research-based)
- Monitor each student's progress and ensure mastery of all essential standards (Ensure Mastery)

## Governing Board

Pete Carlson, President

Debbie Wingo, Vice President

Phil Raya, Clerk

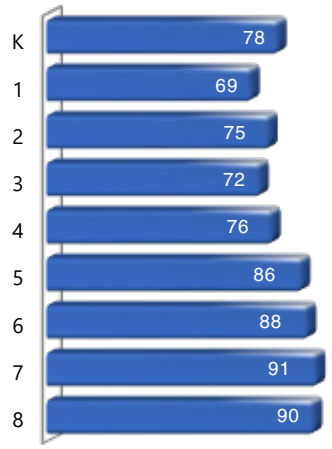
Brain Jackman, Member

Dan Wells, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

### 2017-18 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

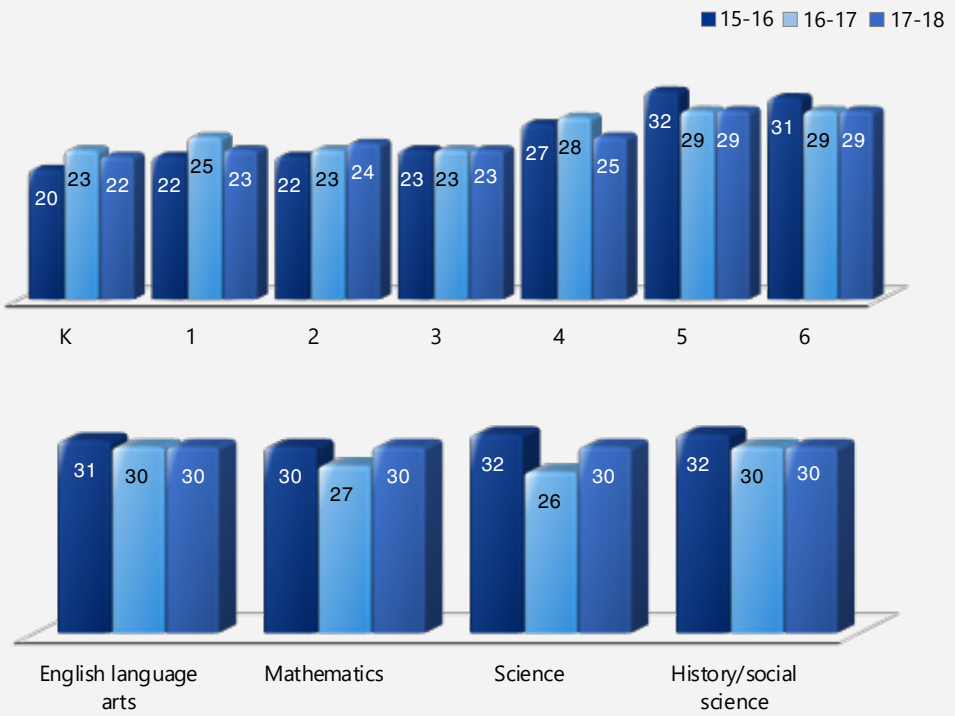
| Hawkins ES | | | |
|---|---|---|---|
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 4.0% | 5.4% | 1.9% |
| Expulsion rates | 0.0% | 0.0% | 0.0% |
| **Jefferson SD** | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 2.7% | 3.5% | 1.8% |
| Expulsion rates | 0.0% | 0.0% | 0.0% |
| **California** | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 3.7% | 3.6% | 3.5% |
| 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

Three-Year Data




### Number of Classrooms by Size

Three-Year Data

| Grade | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number of Students | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| **K** | 1 | 2 | | | 3 | | | 3 | |
| **1** | | 3 | | | 3 | | | 3 | |
| **2** | | 3 | | | 3 | | | 3 | |
| **3** | | 3 | | | 3 | | | 3 | |
| **4** | | 3 | | | 3 | | | 3 | |
| **5** | | 3 | | | 3 | | | 3 | |
| **6** | | 2 | 1 | | 3 | | | 3 | |
| **Subject** | Number of Students | | | | | | | | |
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| **English language arts** | | 5 | 1 | | 3 | | | 6 | |
| **Mathematics** | 1 | 3 | 2 | 2 | 2 | 2 | | 6 | |
| **Science** | | 2 | 4 | | 5 | | | 6 | |
| **History/social science** | | 3 | 3 | | 5 | | | 6 | |

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

| Percentage of Students Scoring at Proficient or Advanced | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Hawkins ES | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Hawkins ES | | Jefferson SD | | California | |
| **Subject** | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **English language arts/literacy** | 57% | 58% | 54% | 58% | 48% | 50% |
| **Mathematics** | 44% | 42% | 45% | 45% | 37% | 38% |

## 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 | 2017-18 School Year | |
|---|---|---|
| **Percentage of Students Meeting Fitness Standards** | **Hawkins ES** | |
| | **Grade 5** | **Grade 7** |
| **Four of six standards** | 13.1% | 20.2% |
| **Five of six standards** | 36.9% | 23.6% |
| **Six of six standards** | 31.0% | 37.1% |

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

# CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

## Percentage of Students Meeting or Exceeding State Standards

2017-18 School Year

### English Language Arts

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 506 | 502 | 99.21% | 58.17% |
| **Male** | 268 | 266 | 99.25% | 49.25% |
| **Female** | 238 | 236 | 99.16% | 68.22% |
| **Black or African-American** | 25 | 25 | 100.00% | 60.00% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 63 | 63 | 100.00% | 58.73% |
| **Filipino** | 11 | 11 | 100.00% | 63.64% |
| **Hispanic or Latino** | 175 | 174 | 99.43% | 46.55% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 198 | 195 | 98.48% | 68.21% |
| **Two or more races** | 23 | 23 | 100.00% | 60.87% |
| **Socioeconomically disadvantaged** | 149 | 146 | 97.99% | 45.21% |
| **English learners** | 100 | 98 | 98.00% | 46.94% |
| **Students with disabilities** | 44 | 42 | 95.45% | 19.05% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

### Mathematics

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|---|---|---|---|
| **All students** | 506 | 502 | 99.21% | 42.43% |
| **Male** | 268 | 266 | 99.25% | 39.10% |
| **Female** | 238 | 236 | 99.16% | 46.19% |
| **Black or African-American** | 25 | 25 | 100.00% | 28.00% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 63 | 63 | 100.00% | 61.90% |
| **Filipino** | 11 | 11 | 100.00% | 54.55% |
| **Hispanic or Latino** | 175 | 174 | 99.43% | 31.61% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 198 | 195 | 98.48% | 46.15% |
| **Two or more races** | 23 | 23 | 100.00% | 56.52% |
| **Socioeconomically disadvantaged** | 149 | 146 | 97.99% | 32.19% |
| **English learners** | 100 | 98 | 98.00% | 32.65% |
| **Students with disabilities** | 44 | 42 | 95.45% | 14.29% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ |
| **Foster youth** | ❖ | ❖ | ❖ | ❖ |

❖ 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.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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 | 2018-19 School Year |
|---|---|
| **Items Inspected** | **Repair Status** |
| **Systems:** Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good |
| **Interior:** Interior surfaces (floors, ceilings, walls and window casings) | Good |
| **Cleanliness:** Pest/vermin control, overall cleanliness | Good |
| **Electrical:** Electrical systems | Good |
| **Restrooms/fountains:** Restrooms, sinks and drinking fountains | Good |
| **Safety:** Fire safety, emergency systems, hazardous materials | Good |
| **Structural:** Structural condition, roofs | Good |
| **External:** Windows/doors/gates/fences, playgrounds/school grounds | Good |
| **Overall summary of facility conditions** | Exemplary |
| **Date of the most recent school site inspection** | 7/23/2018 |
| **Date of the most recent completion of the inspection form** | 7/23/2018 |

## 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, 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. A new playground structure was installed in July 2017. A team of student and parent volunteers stenciled and painted games on the Primary blacktop over the summer of 2017. 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. The Peaceful Playground program was implemented and has greatly improved the quantity and diversity of games being played on the playground. 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 walk, ride their bikes or are driven to school 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. In the summer of 2017, character trait banners were installed on flagpoles to highlight the focus traits. Parent and grandparent volunteers updated the school office with a fresh coat of paint.

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 comply 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. Staff members receive yearly training for Epi-Pen use, diabetes, mandated reporting, sexual harassment, and bullying prevention.

*Continued on sidebar*

## School Safety

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 School Safety Plan annually.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018.

## School Facilities

*Continued from left*

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.

## 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 | |
|---|---|
| **2018-19 School Year** | |
| **Reading/language arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History/social science** | 0% |
| **Visual and performing arts** | ✧ |
| **Foreign language** | ✧ |
| **Health** | ✧ |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | |
|---|---|
| **2018-19 School Year** | |
| **Data collection date** | 9/11/2018 |

## Quality of Textbooks

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

| Quality of Textbooks | |
|---|---|
| **2018-19 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, researches 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 | | 2018-19 School Year |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **English Language Arts & ELD** | *Wonders*, McGraw-Hill (K-5) | 03/2017 |
| **English Language Arts & ELD** | SpringBoard, College Board (6-8) | 05/2017 |
| **Mathematics** | *California Go Math!*, Houghton Mifflin Harcourt (K-8) | 05/2014 |
| **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** | *Social Studies Alive!* California Series, Teachers' Curriculum Institute (K-5) | 06/2018 |
| **History/social science** | *Ancient Civilizations*; Holt, Rinehart and Winston (6) | 06/2006 |
| **History/social science** | World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7) | 06/2006 |
| **History/social science** | US History, Holt, Rinehart and Winston | 06/2006 |

## 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 first-come, first-served 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.

✧ Not applicable.

## 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** | **18-19** | **16-17** | **17-18** | **18-19** |
| **With a full credential** | 107 | 35 | 35 | 30 |
| **Without a full credential** | 9 | 0 | 0 | 5 |
| **Teaching outside subject area of competence (with full credential)** | 0 | 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | | | Three-Year Data |
|---|---|---|---|
| | Hawkins ES | | |
| **Teachers** | **16-17** | **17-18** | **18-19** |
| **Teacher misassignments of English learners** | 0 | 0 | 0 |
| **Total teacher misassignments** | 0 | 0 | 0 |
| **Vacant teacher positions** | 0 | 0 | 0 |

## 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 be 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.

## 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 and 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 |
|---|---|---|---|
| | **2016-17** | **2017-18** | **2018-19** |
| **Hawkins ES** | 2 days | 3 days | 2 days |

## 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 | |
|---|---|
| **2017-18 School Year** | |
| **Academic Counselors** | |
| **FTE of academic counselors** | 0.00 |
| **Average number of students per academic counselor** | ✧ |
| **Support Staff** | **FTE** |
| **Social/behavioral counselor** | 0.00 |
| **Career development counselor** | 0.00 |
| **Library media teacher (librarian)** | 0.10 |
| **Library media services staff (paraprofessional)** | 1.00 |
| **Psychologist** | 0.60 |
| **Social worker** | 0.00 |
| **Nurse** | 0.15 |
| **Speech/language/hearing specialist** | 0.60 |
| **Resource specialist (nonteaching)** | 0.00 |
| **Other** | **FTE** |
| **Speech language assistant** | 0.20 |

## 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
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

## 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 | |
|---|---|
| **2016-17 Fiscal Year** | |
| **Total expenditures per pupil** | $7,127 |
| **Expenditures per pupil from restricted sources** | $713 |
| **Expenditures per pupil from unrestricted sources** | $6,414 |
| **Annual average teacher salary** | $79,872 |

## 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 2016-17 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.

| Salary Data | | 2016-17 Fiscal Year |
|---|---|---|
| | **Jefferson SD** | **Similar Sized District** |
| **Beginning teacher salary** | $42,782 | $48,064 |
| **Midrange teacher salary** | $68,654 | $75,417 |
| **Highest teacher salary** | $84,853 | $94,006 |
| **Average elementary school principal salary** | $104,314 | $119,037 |
| **Superintendent salary** | $159,227 | $183,692 |
| **Teacher salaries: percentage of budget** | 42% | 36% |
| **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 | | 2016-17 Fiscal Year |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Hawkins ES** | $6,414 | $79,872 |
| **Jefferson SD** | $7,866 | $76,844 |
| **California** | $7,125 | $76,046 |
| **School and district: percentage difference** | -18.5% | +3.9% |
| **School and California: percentage difference** | -10.0% | +5.0% |



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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.