Jefferson School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Jefferson School
Street	7500 West Linne Road
City, State, Zip	Tracy, CA 95304
Phone Number	(209) 835-3053
Principal	Jason Strickland
Email Address	jastrickland@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Domain/46
County-District-School (CDS) Code	39-68544-6041875

2022-23 District Contact Information

District Name	Jefferson School District
Phone Number	(209) 836-3388
Superintendent	James W. Bridges
Email Address	superintendent@jsdtracy.com
District Website Address	www.jeffersonschooldistrict.com

2022-23 School Overview

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 2021-22 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 the 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 2022-2023 school year involved teachers as lifelong learners and collaborating to research best practices, all while providing a robust curriculum and social/emotional support. It has been a challenging couple of years and we are proud to offer effective support for students who are struggling. We continue to share best practices with other schools in the district through our PLC meetings. The Site Leadership team members continue to lead 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. Jefferson is proud to continue the important collaborative work with staff from other schools in the district.

Our mission at Jefferson school is the same; We take collective responsibility to empower all students to reach their fullest academic, physical and social potential. We believe strongly in that collective effort and it aligns perfectly with our school's vision; 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. Through research, we continue to question grading strategies, implement more common formative assessments, review data for reteaching opportunities and work together to reach our mission. Our goal is to meet students where they are and we will intervene when needed.

2022-23 School Overview

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 and grow from their behaviors. Our on-site therapist provides students and families support for mental-health needs, trauma, etc. All students receive weekly instruction from our adopted character education program, Project Wisdom in addition to our social/emotional curriculum, Second Step. We also recognize students for their good choices in an effort to create a nurturing and positive school climate. We have implemented a Kindness Wall for Jefferson School where students, staff, and families can send messages to each other to uplift and spread kindness and love.

Jefferson School's Associated Student Body (ASB) takes pride in making decisions for our campus, as our ASB has control of the ASB budget, activities, and decisions made on campus. Jefferson's student body can attend any ASB meetings, which are held weekly on Mondays. We are excited to be able to hosts events again this year and ASB has held several assemblies, rallies, and dances. Athletics are back at Jefferson and we are proud to be able to offer co-ed Volleyball, Boys Basketball, and Girls Basketball this year. Each grade level has a team and we are hoping to add more sports in the Spring. Our performances are also back and we have two music concerts planned and a spring musical play.

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.

Jason Strickland
Principal

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

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	110
Grade 6	97
Grade 7	88
Grade 8	94
Total Enrollment	389

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	0.5
Asian	25.2
Black or African American	1.8
Filipino	4.9
Hispanic or Latino	36.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.2
White	25.4
English Learners	12.3
Foster Youth	0.0
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	29.3
Students with Disabilities	9.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	81.35	80.80	80.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	3.06	3.40	3.47	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	10.46	9.10	9.14	12115.80	4.41
Unknown	0.80	5.08	4.90	4.93	18854.30	6.86
Total Teaching Positions	16.30	100.00	100.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.70	
Total Out-of-Field Teachers	1.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected	09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) 05/2017 California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed., College Board (6-8) 05/2017	Yes	0%
Mathematics	California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014	Yes	0%

Science	STEMscopes Early Explorer, Accelerate Learning (TK) 04/2021 STEMscopes CA NGSS 3D, Accelerate Learning (K-8) 04/2021	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) 06/2018 World History Ancient Civilizations, National Geographic (6) 05/2019 World History Medieval and Early Modern Times, National Geographic (7) 05/2019 US History American Stories Beginnings to World War I, National Geographic (8) 05/2019	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	9/2022

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	56	N/A	45	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	393	388	98.73	1.27	71.13
Female	189	186	98.41	1.59	74.73
Male	204	202	99.02	0.98	67.82
American Indian or Alaska Native	--	--	--	--	--
Asian	110	109	99.09	0.91	84.40
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	83.33
Hispanic or Latino	138	135	97.83	2.17	61.48
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	24	24	100.00	0.00	87.50
White	92	91	98.91	1.09	62.64
English Learners	51	47	92.16	7.84	42.55
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.28	1.72	62.28
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	33	89.19	10.81	21.21

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	393	388	98.73	1.27	56.19
Female	189	186	98.41	1.59	51.08
Male	204	202	99.02	0.98	60.89
American Indian or Alaska Native	--	--	--	--	--
Asian	110	109	99.09	0.91	74.31
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	72.22
Hispanic or Latino	138	135	97.83	2.17	40.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	24	24	100.00	0.00	79.17
White	92	91	98.91	1.09	50.55
English Learners	51	47	92.16	7.84	21.28
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.28	1.72	40.35
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	33	89.19	10.81	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	55.5	NT	44.92	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	210	99.53	0.47	55.5
Female	103	102	99.03	0.97	51.49
Male	108	108	100	0	59.26
American Indian or Alaska Native	--	--	--	--	--
Asian	60	60	100	0	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100	0	44.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100	0	76.92
White	46	45	97.83	2.17	53.33
English Learners	32	32	100	0	22.58
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	66	100	0	41.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	10

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	99	99	99	99
Grade 7	100	100	100	100	93
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for 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. We held this year's carnival in October after not being able to host one for the past two years due to the pandemic. It was a huge success and we saw more families at the carnival than ever before. Parents who are not yet members are always encouraged to join this amazing group and be a part of supporting students and staff at Jefferson. Meetings are held regularly, alternating between Jefferson and Monticello Elementary School. Here are some of the things at Jefferson MJPFA has supported this year: First day of school frozen yogurt for all students, 6th grade Science Camp, 8th grade end of the year activities, Kindness Wall Program, snacks for CAASPP testing.

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. This year, we started a new monthly parent engagement event, Coffee and Conversation with the Principal. It has been great meeting with parents monthly and sharing all of the amazing things happening at Jefferson. In order to support families who work during the school day, we also implemented an evening version of Coffee and Conversation that is virtual.

Our digital marquee is 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. We continue our tradition of daily morning announcements that are projected digitally in classrooms as well as posted on our school website for parents and families to access. In order to spread those kindness messages we purchased two television monitors and now have one in the main office and in the cafeteria. This has been a highlight for students and families and we hope to be able to add more content in the future.

For more information on how to become involved, please contact our front office staff and reach out to our parent group at

2022-23 Opportunities for Parental Involvement

monticellojeffersonmjpfa@gmail.com.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	424	420	41	9.8
Female	197	197	23	11.7
Male	227	223	18	8.1
American Indian or Alaska Native	3	3	2	66.7
Asian	119	119	8	6.7
Black or African American	9	8	1	12.5
Filipino	20	20	1	5.0
Hispanic or Latino	144	142	18	12.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	26	2	7.7
White	102	102	9	8.8
English Learners	55	54	10	18.5
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	125	123	21	17.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	43	11	25.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.76	2.26	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.76	4.48	0.51	2.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.48	0.00
Female	3.05	0.00
Male	5.73	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.84	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	4.90	0.00
English Learners	7.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	0.00

2022-23 School Safety Plan

Jefferson School maintains a school safety plan, which is updated annually by the Safety Committee, whose members include administrators, employees, parents, students, and local law enforcement. A high priority is placed on disaster preparedness. Comprehensive safety plans have been created and reviewed by staff and they are discussed at monthly staff meetings. The Principal, Administrative Assistant, and Head Custodian meet weekly to discuss and collaborate on safety plans, drills, and other safety-related concerns.

The district requires monthly fire drills and other emergency drills (earthquake, lockdown) to be held to prepare students and staff 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. The school safety plan is reviewed during the first month of school and also updated throughout the school year to ensure personnel is correct, staff and students are aware of procedures, and to ensure our students and staff are safe. We use our safety plan, along with fire and earthquake drills, at each site. The school safety committee walks the campus with a local officer, discusses areas for improvement, and makes those improvements. Furthermore, the fire inspector attends at least one drill each year to ensure we are keeping students safe, are as prepared as possible for emergencies, and that the responders (alarm company and officials) respond appropriately.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32		10	2
Mathematics	21	5	5	
Science	32		3	3
Social Science	32		5	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	3	10	2
Mathematics	19	5	6	
Science	21	3	5	1
Social Science	20	3	5	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29		12	
Mathematics	26	2	5	1
Science	29		5	1
Social Science	29		6	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,671	$2,454	$5,217	$74,930
District	N/A	N/A	$9,648	$77,781
Percent Difference - School Site and District	N/A	N/A	-59.6	-3.7
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-23.3	-12.1

2021-22 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,401	$51,591
Mid-Range Teacher Salary	$72,856	$79,620
Highest Teacher Salary	$93,685	$104,866
Average Principal Salary (Elementary)	$117,439	$131,473
Average Principal Salary (Middle)	$117,439	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$192,027	$205,661
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

JSD encourages staff to attend outside conferences and workshops to further their education and stay current on 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. PD goals include training and support to plan rigorous lessons and monitoring student achievement and providing interventions when necessary, through the PLC progress. Several paid summer workshops were made available to teachers.

A New Teacher professional learning day is offered in August and full day professional learning days are offered to all teachers and admin before the school year begins. There is an additional day in the Spring. JSD also coordinates a day of PD for classified instructional staff each school year. School staff receive professional development monthly at staff meetings. These are called Professional Learning Opportunities, or PLOs. The mini lessons allow staff members to receive timely, practical, and applicable training from the District Instructional Coaches. School Instructional Leadership Teams meet monthly to work on school-wide instructional goals and professional development. The team members lead their grade level colleagues through the PLC process. In addition, they attend district professional leadership team meetings/PD. Grade-level collaboration teams work together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4

Monticello Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

Monticello Elementary School

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Monticello Elementary School
Street	1001 Cambridge Place
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 833-9300
Principal	Tessa Bunch
Email Address	tbunch@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Domain/216
County-District-School (CDS) Code	39-68544-6110373

2022-23 District Contact Information

District Name	Jefferson School District
Phone Number	(209) 836-3388
Superintendent	James W. Bridges, Ed.D.
Email Address	jbridges@jsdtracy.com
District Website Address	www.jeffersonschooldistrict.com

2022-23 School Overview

Principal's Message
Monticello Elementary School, which opened in 1991, currently serves 624 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 number one priority.

Staff goals for the 2022-2023 school year at Monticello:

- Continue implementation of Professional Learning Communities (PLCs) within our school and district
- Support our Second Step character education program
- Implementation of our Positive Behavioral Interventions and Supports (PBIS) program, moving into Tier II implementation
- Continue to support the antibullying program both at school and districtwide

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	96
Grade 2	101
Grade 3	95
Grade 4	87
Total Enrollment	498

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.4
Asian	33.1
Black or African American	3.4
Filipino	5.6
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.8
White	21.5
English Learners	17.1
Foster Youth	0.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	29.5
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	84.93	80.80	80.45	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	9.99	3.40	3.47	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.10	9.14	12115.80	4.41
Unknown	0.90	4.97	4.90	4.93	18854.30	6.86
Total Teaching Positions	19.90	100.00	100.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected	09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) 05/2017 California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed., College Board (6-8) 05/2017	Yes	0%
Mathematics	California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014	Yes	0%
Science	STEMscopes Early Explorer, Accelerate Learning (TK) 04/2021 STEMscopes CA NGSS 3D, Accelerate Learning (K-8) 04/2021	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) 06/2018 World History Ancient Civilizations; National Geographic (6) 05/2019 World History Medieval and Early Modern Times, National Geographic (7) 05/2019	Yes	0%

	US History American Stories Beginnings to World War I, National Geographic (8) 05/2019		

School Facility Conditions and Planned Improvements

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 utilize an Ident-A-Kid visitor management system 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.

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 a well-kept campus, and is committed to keeping our school clean, well maintained, organized and safe. All school facilities are meticulously cared for 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.

In response to the COVID-19 Pandemic, additional safety, sanitation and disinfecting procedures have been implemented districtwide. Custodial staff have been trained in proper sanitation and disinfecting procedures, and appropriate PPE is provided and worn.

Year and month of the most recent FIT report	9/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	53	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	45	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	191	99.48	0.52	53.40
Female	101	100	99.01	0.99	57.00
Male	91	91	100.00	0.00	49.45
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	70	70	100.00	0.00	67.14
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	52	51	98.08	1.92	31.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	38	100.00	0.00	63.16
English Learners	25	25	100.00	0.00	28.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.00	0.00	44.07
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	12	92.31	7.69	33.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	191	99.48	0.52	59.69
Female	101	100	99.01	0.99	59.00
Male	91	91	100.00	0.00	60.44
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	70	70	100.00	0.00	72.86
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	52	51	98.08	1.92	39.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	38	100.00	0.00	68.42
English Learners	25	25	100.00	0.00	48.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.00	0.00	54.24
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	12	92.31	7.69	33.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		NT	44.92	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent and guardian support and involvement are a mainstay at Monticello Elementary School. Volunteers are traditionally welcome within the individual classrooms, as well as at school events and productions. Our amazing parent and guardian community have volunteer their time and services, and remain an integral part of our school community. 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:

- Participate in monthly Parent Faculty Association meetings (For details on how to volunteer your time, please contact our Parent Faculty Association president, Morgan Gama, at (209) 833-9300, or email them at mjpfa6@gmail.com.)
- Participate in various fundraising activities such as: Fall Carnival, See's Candy sales, open house, Fund Run, Movie Night, Box Tops for Education, and Book Fair
- Become a member of the School Site Council (SSC)
- Volunteer in classrooms (Tuberculosis [TB] clearance is required to volunteer on a consistent basis as permitted by district protocol
- Chaperone class field trips (as permitted based on in-person/distance learning)
- Participation on our English Learner Advisory Committee (ELAC)

Monticello maintains a digital marquee. It is 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 have access to a district website that provides updates and resources for both students and families, as well as alerting them to upcoming events. Monticello sends out a weekly Family Newsletter with upcoming information and special announcements.

2022-23 Opportunities for Parental Involvement

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	560	53	9.5
Female	298	286	30	10.5
Male	288	274	23	8.4
American Indian or Alaska Native	2	2	0	0.0
Asian	234	218	19	8.7
Black or African American	19	19	1	5.3
Filipino	30	28	2	7.1
Hispanic or Latino	151	146	14	9.6
Native Hawaiian or Pacific Islander	5	4	1	25.0
Two or More Races	32	31	7	22.6
White	111	110	9	8.2
English Learners	103	101	8	7.9
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	177	171	21	12.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	65	7	10.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.65	2.26	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.40	0.34	0.51	2.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.69	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.43	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.90	0.00
English Learners	0.97	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	0.00

2022-23 School Safety Plan

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 (when students are present on campus), 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 site safety plan was reviewed and discussed with the staff in October 2022. The School Site Council also reviewed the School Safety Plan. 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.

.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	23		24	
2	22		32	
3	21	7	21	
4	29		24	
Other	10	7		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	4	
1	21	4	32	
2	19	8	24	
3	25		28	
4	24	4	24	
Other	12	7		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	22	2	32	
2	24		32	
3	23		28	
4	29		21	
Other	11	8		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,511	$2,286	$8,225	$82,633
District	N/A	N/A	$9,648	$77,781
Percent Difference - School Site and District	N/A	N/A	-15.9	6.0
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	22.0	-2.4

2021-22 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,401	$51,591
Mid-Range Teacher Salary	$72,856	$79,620
Highest Teacher Salary	$93,685	$104,866
Average Principal Salary (Elementary)	$117,439	$131,473
Average Principal Salary (Middle)	$117,439	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$192,027	$205,661
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

JSD encourages staff to attend outside conferences and workshops to further their education and stay current on 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. PD goals include training and support to plan rigorous lessons and monitoring student achievement and providing interventions when necessary, through the PLC progress. Several paid summer workshops were made available to teachers.

A New Teacher professional learning day is offered in August and full day professional learning days are offered to all teachers and admin before the school year begins. There is an additional day in the Spring. JSD also coordinates a day of PD for classified instructional staff each school year. School staff receive professional development monthly at staff meetings. These are called Professional Learning Opportunities, or PLOs. The mini lessons allow staff members to receive timely, practical, and applicable training from the District Instructional Coaches. School Instructional Leadership Teams meet monthly to work on school-wide instructional goals and professional development. The team members lead their grade level colleagues through the PLC process. In addition, they attend district professional leadership team meetings/PD. Grade-level collaboration teams work together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4

Tom Hawkins Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Tom Hawkins Elementary School
Street	475 Darlene Lane
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 839-2380
Principal	Fiona Bessette
Email Address	fbessette@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Domain/96
County-District-School (CDS) Code	39-68544-6117618

2022-23 District Contact Information

District Name	Jefferson School District
Phone Number	(209) 836-3388
Superintendent	James W. Bridges, Ed.D.
Email Address	jbridges@jsdtracy.com
District Website Address	www.jeffersonschooldistrict.com

2022-23 School Overview

Principal's Message
Tom Hawkins Elementary School is a transitional kindergarten 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 positive 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 have the unique opportunity of having Hawkins graduates return to our campus as staff members. Hawkins students are known to excel in academic, athletic, and leadership programs when they enter high school. We encourage our students to pursue 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. Our students and staff benefit from 1:1 Chromebooks and are very proficient in the Google suite of apps. The Character Education program focuses around 10 pillars of character: Safety, Respect, Compassion, Sportsmanship, Cooperation, Perseverance, Trustworthiness, Creativity, Leadership and Excellence. Diverse role models are used to bring these traits to life. Students also receive weekly social-emotional learning instruction using research-based curriculum. In an effort to promote collective responsibility, the entire teaching staff is responsible for this instruction. We utilize a Positive Behavior Interventions and Support (PBIS) system with our BARK (Behavior, Attitude, Responsibility, and Kindness) pillars. Students can earn Husky Bucks as a reward for demonstrating BARK pillars and they get to spend their earnings at our Husky Bucks Store. Our students learn how to play together in a fair and responsible manner through our Peaceful Playground recess system. These programs support our school discipline philosophy that behaviors are skills. Like any other skill, the best way to change behavior skills is through mutual respect, instruction, clear expectations, and practice.

What makes Hawkins a unique educational experience is the focus on student-centered events. It is our belief that school should foster the passion of students in multiple disciplines beyond academia. On the first day of school, the staff greets students with a red-carpet welcome. There are many student events throughout the year, such as BMX Character assembly, Walk/Bike to School Day, Day of the Writer, Spelling Bee, Fund Run, Jump Rope for Heart, Halloween Parade, Red Ribbon Week , Great Kindness Challenge, talent show, Read Across America, and College Week. We greatly value writing, science, art, music, leadership and athletics. The Hawkins community greatly values field-trip experiences. Traditionally, all grade levels

2022-23 School Overview

have the opportunity to 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 beyond.

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

District Vision Statement
We want to be a collaborative, inter-dependent 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)

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	66
Grade 2	67
Grade 3	60
Grade 4	95
Grade 5	66
Grade 6	90
Grade 7	87
Grade 8	90
Total Enrollment	694

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.1
Asian	19.5
Black or African American	5.2
Filipino	2.7
Hispanic or Latino	39.5
Native Hawaiian or Pacific Islander	1.6
Two or More Races	3.9
White	25.8
English Learners	15.9
Foster Youth	0.4
Homeless	1.4
Migrant	0.0
Socioeconomically Disadvantaged	41.4
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	77.04	80.80	80.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	3.47	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.24	2.00	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.40	13.79	9.10	9.14	12115.80	4.41
Unknown	0.90	2.87	4.90	4.93	18854.30	6.86
Total Teaching Positions	32.00	100.00	100.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	3.40	
Total Out-of-Field Teachers	4.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other 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 par-ents.
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 screen-ing.
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.

Year and month in which the data were collected	09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) 05/2017 California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed,, College Board (6-8) 05/2017	Yes	0%
Mathematics	California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014	Yes	0%
Science	STEMscopes Early Explorer, Accelerate Learning (TK) 04/2021 STEMscopes CA NGSS 3D, Accelerate Learning (K-8) 04/2021	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) 06/2018 World History Ancient Civilizations, National Geographic (6) 05/2019 World History Medieval and Early Modern Times, National Geographic (7) 05/2019	Yes	0%

	US History American Stories Beginnings to World War I, National Geographic (8) 05/2019		

School Facility Conditions and Planned Improvements

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 that serves as the cafeteria and multi-purpose room. The main campus contains an updated library. We continue to purchase books and resources for the library to further enhance student learning and encourage a lifelong love of reading. Our focus has been on expanding our Young Adult and Primary sections and have quickly filled the new bookcases that were built. 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. The Associated Student Body Officers also lead campus wide recycling each week. Three full time custodians take great pride in maintaining organized, clean and safe facilities. There are three play yards on campus: kindergarten, primary and upper. A new playground structure on the primary play yard was installed in July 2017. Colorful stenciled and painted games fill the Primary blacktop as part of the implementation of a recess program called Peaceful Playground. The Peaceful Playground program was implemented in August of 2016 and has greatly improved the quantity and diversity of games being played on the playground, as well as greatly reduced playground discipline. We continue to add playground equipment to ensure students will have multiple options for activity. Each playground is well supervised during recess and lunch. Six campus aides supervise students during lunchtime. 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 utilizing two car lines in the front of the school. 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 two shade structures for student use. In the summer of 2017, character trait banners were installed on flagpoles to highlight the focus traits. The administrative office, staff workroom, and faculty lounge were modernized in 2019. The entire campus phone system was modernized in 2020.

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. With the onset of COVID-19, the campus has added hospital grade filters in every classroom and common spaces and has implemented meticulous cleaning and disinfecting protocols to prevent the transmission of the virus. Staff members receive yearly training for EpiPen use, diabetes, mandated reporting, sexual harassment, and bullying prevention along with emergency response procedure training.

Year and month of the most recent FIT report	9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		The report notes that the age and condition of the portables adjacent to the main campus are causing the low rating. The vast majority of these portables are unoccupied and due to be updated.
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	45	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	514	500	97.28	2.72	47.60
Female	245	240	97.96	2.04	51.25
Male	269	260	96.65	3.35	44.23
American Indian or Alaska Native	--	--	--	--	--
Asian	126	124	98.41	1.59	66.13
Black or African American	23	23	100.00	0.00	34.78
Filipino	--	--	--	--	--
Hispanic or Latino	190	184	96.84	3.16	38.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	42.31
White	128	124	96.88	3.12	45.97
English Learners	78	74	94.87	5.13	20.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	233	96.68	3.32	36.91
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	52	49	94.23	5.77	10.20

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	515	500	97.09	2.91	37.20
Female	245	239	97.55	2.45	35.15
Male	270	261	96.67	3.33	39.08
American Indian or Alaska Native	--	--	--	--	--
Asian	127	125	98.43	1.57	58.40
Black or African American	23	23	100.00	0.00	34.78
Filipino	--	--	--	--	--
Hispanic or Latino	190	183	96.32	3.68	27.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	42.31
White	128	124	96.88	3.12	30.65
English Learners	79	75	94.94	5.06	28.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	232	96.27	3.73	25.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	53	50	94.34	5.66	12.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35.1	NT	44.92	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	151	98.69	1.31	35.1
Female	78	76	97.44	2.56	28.95
Male	75	75	100	0	41.33
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100	0	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	28.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	33.33
White	41	40	97.56	2.44	52.5
English Learners	21	19	90.48	9.52	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	29.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	98	98	98	98
Grade 7	91	99	94	97	
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for 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 and the English Learner Advisory Committee. Opportunities for parents to be involved are the follwoing: 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. The parent community is kept informed of school events and activities through a weekly newsletter, a school website, Facebook and Instagram pages, a digital marquee, and the Hawkins Parent Faculty Club Facebook page.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	854	799	128	16.0
Female	406	380	61	16.1
Male	448	419	67	16.0
American Indian or Alaska Native	3	2	0	0.0
Asian	233	204	32	15.7
Black or African American	39	38	7	18.4
Filipino	20	19	1	5.3
Hispanic or Latino	308	291	49	16.8
Native Hawaiian or Pacific Islander	11	11	5	45.5
Two or More Races	32	30	6	20.0
White	193	189	24	12.7
English Learners	159	146	27	18.5
Foster Youth	6	4	0	0.0
Homeless	10	10	1	10.0
Socioeconomically Disadvantaged	364	357	63	17.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	80	17	21.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.08	2.26	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.41	2.34	0.51	2.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.34	0.00
Female	0.99	0.00
Male	3.57	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.72	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	2.07	0.00
English Learners	2.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.16	0.00

2022-23 School Safety Plan

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. These drills included Fire Drills, Shelter In Place Drills, Lockdown Drills, and Earthquake Drills. The Safety Committee meets to update and revise the School Safety Plan annually. The plan was last reviewed in October, 2022 and was approved by the Jefferson School District Board of Trustees in November, 2022.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	22		24	
2	25		24	
3	23		21	
4	26		21	
5	23	5	21	
6	27	1	21	
Other	9	6		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5	3	
1	16	28		
2	18	12	16	
3	24	1	21	
4	25	4	13	1
5	15	20	21	
6	19	13	17	1
Other	10	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	22		24	
2	22	8	16	
3	20	14	7	
4	25	6	20	1
5	21	8	13	1
6	26	5	19	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,878	$2,065	$7,813	$79,872
District	N/A	N/A	$9,648	$77,781
Percent Difference - School Site and District	N/A	N/A	-21.0	2.7
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	16.9	-5.8

2021-22 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,401	$51,591
Mid-Range Teacher Salary	$72,856	$79,620
Highest Teacher Salary	$93,685	$104,866
Average Principal Salary (Elementary)	$117,439	$131,473
Average Principal Salary (Middle)	$117,439	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$192,027	$205,661
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

JSD encourages staff to attend outside conferences and workshops to further their education and stay current on 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. PD goals include training and support to plan rigorous lessons and monitoring student achievement and providing interventions when necessary, through the PLC progress. Several paid summer workshops were made available to teachers.

A New Teacher professional learning day is offered in August and full day professional learning days are offered to all teachers and admin before the school year begins. There is an additional day in the Spring. JSD also coordinates a day of PD for classified instructional staff each school year. School staff receive professional development monthly at staff meetings. These are called Professional Learning Opportunities, or PLOs. The mini lessons allow staff members to receive timely, practical, and applicable training from the District Instructional Coaches. School Instructional Leadership Teams meet monthly to work on school-wide instructional goals and professional development. The team members lead their grade level colleagues through the PLC process. In addition, they attend district professional leadership team meetings/PD. Grade-level collaboration teams work together to develop Essential Standards Plans, assessments and professional learning community collaboration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4

Anthony C. Traina Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Anthony C. Traina Elementary School
Street	4256 Windsong Drive
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 839-2379
Principal	Grace Strickland
Email Address	gstrickland@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Page/832
County-District-School (CDS) Code	39-68544-0105718

2022-23 District Contact Information

District Name	Jefferson School District
Phone Number	(209) 836-3388
Superintendent	James W. Bridges, Ed.D.
Email Address	jbridges@jsdtracy.com
District Website Address	www.jeffersonschooldistrict.com

2022-23 School Overview

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 with a Pre-school through Kindergarten Special Day Class also on campus. The school staff, parents and community have made academic achievement and a socially and emotionally safe environment 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. We are continually training our staff on new instructional strategies and updating curriculum.

The staff is committed to developing together as a Professional Learning Community (PLC), having sent a high percentage of our teachers to a Solution Tree summer institute. Most recently, the staff has been incorporating strategies from McRel International. The dedication of the staff in developing these collaborative practices will help ensure the quality of learning for every Traina student. 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 English Language Arts (ELA) content. We also have after-school intervention programs designed to help at-promise students. Moreover, we have a variety of enrichment opportunities for students that includes: Coding in Java, Math Olympiad, Emerging Leaders Academy, Tech Challenge, and more. We have a Student Community Liaison, who works with students, parents, guardians, and teachers to help those who need a little extra assistance and ensures students have the supplies and tools needed to be successful at school. Utilizing these programs, the school has increased the graduation rate and success of the students.

The goals for the school year includes creating an engaging classroom, continuous improvement in the PLC process, increasing state test scores, and creating opportunities for students to share their interests and talents. Districtwide we are focused on the social/emotional well-being of all members of the learning community. We recognize students daily with Tiger Tickets, monthly Principal's Lunch, and trimester ACE awards. Tiger Tickets are earned through positive behaviors in the classroom and on campus.The Positive Behavioral Intervention and Supports (PBIS) team opened the highly successful Tiger Store which is filled with prizes and a place where students can spend their tickets on prizes. We have also adopted Second

2022-23 School Overview

Step, a Social, Emotional, Learning (SEL) curriculum site-wide. Additionally, the PBIS team is working with staff and leadership on SEL and behavioral instruction. 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

We embrace the TIGERS values of:
Trustworthy
Inclusive
Gratitude
Empathy
Respect
Self-Control

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

District Vision Statement
We want to be a collaborative, inter-dependent 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)

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	60
Grade 2	70
Grade 3	63
Grade 4	89
Grade 5	73
Grade 6	84
Grade 7	87
Grade 8	83
Total Enrollment	680

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.7
Asian	19.7
Black or African American	5.6
Filipino	7.2
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	1.2
Two or More Races	7.4
White	20.7
English Learners	17.2
Foster Youth	0.1
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	47.6
Students with Disabilities	7.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.90	80.58	80.80	80.45	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.11	3.40	3.47	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	9.46	9.10	9.14	12115.80	4.41
Unknown	2.10	6.81	4.90	4.93	18854.30	6.86
Total Teaching Positions	32.10	100.00	100.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.00	
Total Out-of-Field Teachers	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other 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 par-ents.
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 screen-ing.
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.

Year and month in which the data were collected	09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) 05/2017 California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed., College Board (6-8) 05/2017	Yes	0%
Mathematics	California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014	Yes	0%
Science	STEMscopes Early Explorer, Accelerate Learning (TK) 04/2021 STEMscopes CA NGSS 3D, Accelerate Learning (K-8) 04/2021	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) 06/2018 World History Ancient Civilizations, National Geographic (6) 05/2019 World History Medieval and Early Modern Times, National Geographic (7) 05/2019	Yes	0%

	US History American Stories Beginnings to World War I, National Geographic (8) 05/2019		

School Facility Conditions and Planned Improvements

Traina School was built in 2006. The campus consists of an administration/kindergarten building; library; cafeteria/multipurpose room; 16 portables, including one being used as a science lab; 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 class as soon as the gates open at 8 a.m. Nobody but students and staff is allowed on campus. 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 (when we allow guests in normal years), using our ident-a-kid program 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, a science lab, 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 and play area is quite large, having many activities of interest for students ages 5 and older. The kindergartners have their own fenced-in play yard near their classrooms, which is used for recess and TK lunch recess. 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. This year we added a sensory path for students in the D-Wing thanks to a former student working on his Eagle Scout Project. Students can use the indoor sensory course to relax, focus and work on reflex and coordination skills. The student to Chromebook ratio in grades TK-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. 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.

Year and month of the most recent FIT report	9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	50	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	45	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	532	513	96.43	3.57	49.90
Female	256	245	95.70	4.30	49.80
Male	276	268	97.10	2.90	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	127	122	96.06	3.94	59.02
Black or African American	30	30	100.00	0.00	40.00
Filipino	37	37	100.00	0.00	59.46
Hispanic or Latino	180	175	97.22	2.78	38.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	44	93.62	6.38	52.27
White	101	95	94.06	5.94	57.89
English Learners	84	78	92.86	7.14	12.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	243	96.81	3.19	37.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	45	100.00	0.00	15.56

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	532	516	96.99	3.01	38.57
Female	256	247	96.48	3.52	33.20
Male	276	269	97.46	2.54	43.49
American Indian or Alaska Native	--	--	--	--	--
Asian	127	122	96.06	3.94	55.74
Black or African American	30	30	100.00	0.00	16.67
Filipino	37	37	100.00	0.00	43.24
Hispanic or Latino	180	175	97.22	2.78	26.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	46	97.87	2.13	41.30
White	101	96	95.05	4.95	44.79
English Learners	84	82	97.62	2.38	12.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	246	98.01	1.99	25.20
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	44	97.78	2.22	13.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	40.7	NT	44.92	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	172	97.73	2.27	40.7
Female	92	88	95.65	4.35	36.36
Male	84	84	100	0	45.24
American Indian or Alaska Native	--	--	--	--	--
Asian	40	38	95	5	55.26
Black or African American	12	12	100	0	8.33
Filipino	15	15	100	0	53.33
Hispanic or Latino	64	63	98.44	1.56	31.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	50
English Learners	26	25	96.15	3.85	8
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	83	98.81	1.19	24.1
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100	0	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85	98	92	96	98
Grade 7	74	96	87	95	94
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Traina Parent Teacher Association (PTA) supports the students and staff in many supplementary and enriching activities. The PTA has an active social media presence and works closely with the school staff to create activities that enhances the school culture. Families and staff who are interested in joining or getting regular updates can visit their Facebook page at https://www.facebook.com/TrainaPTA. Traina families are also informed of school events and activities by visiting the school's website at www.jeffersonschooldistrict.com, or reading the weekly newsletter published each by the school principal. Teachers also message families through fliers, bulletins, or the ParentSquare school-to-home communication system. Traina Elementary also has a marquee installed in front of the school that is updated weekly to inform and remind parents of the various school-based activities. 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, Tiger Store, Book Fair, field trips, classroom performances, and volunteering in their child's classroom are just some of the opportunities available for parents involvement.

For more information on how to become involved, contact school attendance clerks Lupe Madrid or Marita Bruno (bilingual) at (209) 839-2379. Additionally, Alma Morely, Student and Community Liaison, is available to assist families with information and can be reached at at (209) 839-2379 or via email at amorley@jsdtracy.com.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	849	800	153	19.1
Female	408	388	73	18.8
Male	441	412	80	19.4
American Indian or Alaska Native	8	8	3	37.5
Asian	238	212	23	10.8
Black or African American	47	46	12	26.1
Filipino	52	49	3	6.1
Hispanic or Latino	276	263	71	27.0
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	54	53	16	30.2
White	151	147	22	15.0
English Learners	162	153	28	18.3
Foster Youth	7	2	1	50.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	391	377	91	24.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	62	21	33.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.62	2.26	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.54	2.47	0.51	2.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.47	0.00
Female	2.45	0.00
Male	2.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.84	0.00
Black or African American	10.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.64	0.00
English Learners	0.62	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.97	0.00

2022-23 School Safety Plan

Each school year, a new safety committee is established and the safety plans are reviewed in detail. The committee includes teachers from different grade levels, staff, and the vice principal. The plan is also reviewed by the whole staff and a member of the local law enforcement reviews the plan to ensure best protocols are in place. The plan is then submitted to the school board for the final approval.

An emergency-plan flip chart is displayed in each classroom. The flip chart includes the following disaster topics: fallen aircraft, flood preparedness, fire, missing child, school campus incident, earthquakes, hostage crisis, 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 by the staff. In prior years, COVID safety protocols were added. That plan was sent out to the entire staff and made available for families and a summary was e-mailed to families. There is also a policy for visitors to enter the campus. Additionally, students and staff participate in regular drills as part of a preparedness strategy for safety purposes.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	23		24	
2	20	29		
3	24		21	
4	29		21	1
5	25	3	21	1
6	25	5	18	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	19	4	24	
2	23		24	
3	22	4	21	
4	18	6	21	
5	19	11	23	
6	18	12	19	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	20	24		
2	23		24	
3	21	14	7	
4	30		21	
5	23	3	22	
6	25	2	21	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,945	$2,056	$7,889	$71,668
District	N/A	N/A	$9,648	$77,781
Percent Difference - School Site and District	N/A	N/A	-20.1	-8.2
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	17.9	-16.6

2021-22 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,401	$51,591
Mid-Range Teacher Salary	$72,856	$79,620
Highest Teacher Salary	$93,685	$104,866
Average Principal Salary (Elementary)	$117,439	$131,473
Average Principal Salary (Middle)	$117,439	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$192,027	$205,661
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

JSD encourages staff to attend outside conferences and workshops to further their education and stay current on 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. PD goals include training and support to plan rigorous lessons and monitoring student achievement and providing interventions when necessary, through the PLC progress. Several paid summer workshops were made available to teachers in the past.

A New Teacher professional learning day is offered in August and full day professional learning days are offered to all teachers and admin before the school year begins. There is an additional day in the Spring. JSD also coordinates a day of PD for classified instructional staff each school year. School staff receive professional development monthly at staff meetings. These are called Professional Learning Opportunities, or PLOs. The mini lessons allow staff members to receive timely, practical, and applicable training from the District Instructional Coaches. School Instructional Leadership Teams meet monthly to work on school-wide instructional goals and professional development. The team members lead their grade level colleagues through the PLC process. In addition, they attend district professional leadership team meetings/PD. Grade-level collaboration teams work together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration. The district contracts with Solution Tree (Angie Freese) for training the District Instructional Leadership Team (DILT).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4