SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Anthony Traina Elementary School

"Home of the Traina Tigers!"

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Jefferson SD

CALIFORNIA REPUBLIC

Principal's Message

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

The staff is currently developing together as a Professional Learning Community, having sent a significant number of teachers to a Solution Tree summer institute. The dedication of the staff to developing in these collaborative practices will help to ensure the quality of learning for every Traina student.

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

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

Parental Involvement

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

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

For more information on how to become involved with the school, contact school clerk Peggi Johnson at (209) 839-2379.

School Safety

In the 2016-17 school year, a safety committee was established. The committee includes teachers from different grade levels. Throughout the year, the committee worked to update emergency backpacks (supplies and lists) as well as safety bins (placed in each wing). The school worked with the district-hired safety consultant to recreate the safety plan and process for conducing safety drills. Monthly drills are held, alternating morning and afternoon, so that the afternoon kindergarten students have the opportunity to practice. An emergency-plan flip chart is displayed in each classroom. The flip chart includes the following disaster topics: fallen aircraft, flood preparedness, fire, student kidnapping or missing child, school campus shooting, earthquakes, hostage crisis on school campus, bomb threats, bomb-threat checklist, explosion or chemical accident, and lockdown.

A comprehensive school safety plan is on file at the school site. It is reviewed and revised as necessary each year by November 30. The school safety plan was last reviewed, updated and discussed with the school faculty in September 2016.

Professional Development

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

Professional Development Days — Three-Year Data

	2014-15	2015-16	2016-17
Traina ES	4 days	3 days	2 days

School Accountability Report Card

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

District Mission Statement

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

Governing Board

Debbie Wingo, President

Dan Wells, Vice President

Pete Carlson, Member

Brian Jackman, Member

Phil Raya, Member

California Physical Fitness Test

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

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

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

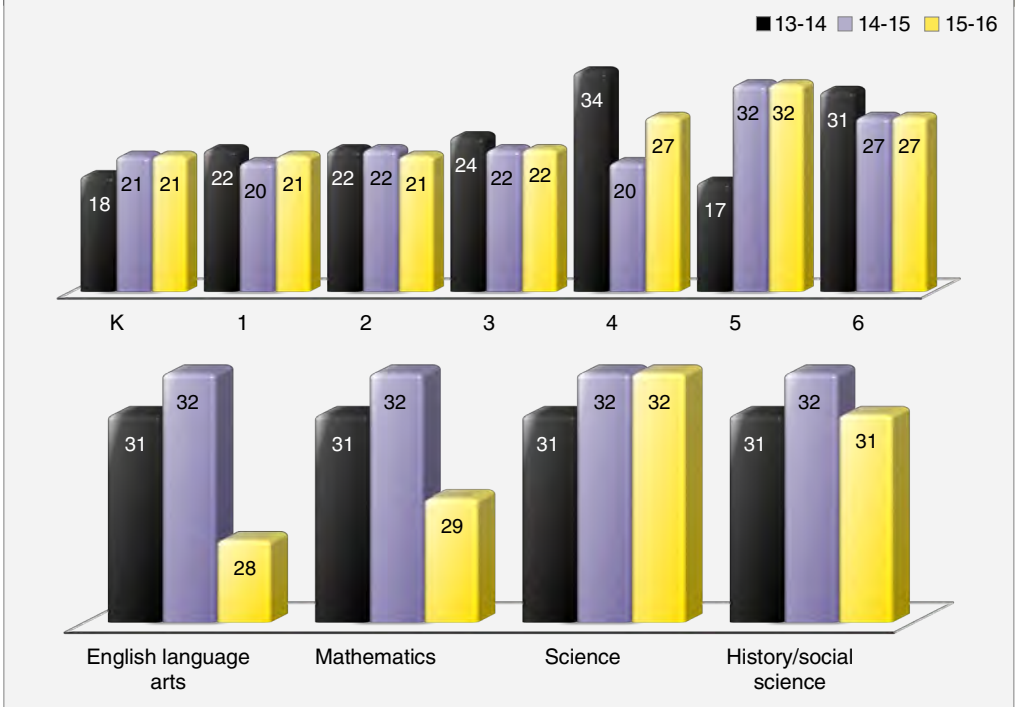
Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	17.90%
Five of six standards	20.00%
Six of six standards	50.50%
Grade 7	
Four of six standards	15.10%
Five of six standards	26.90%
Six of six standards	38.70%

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

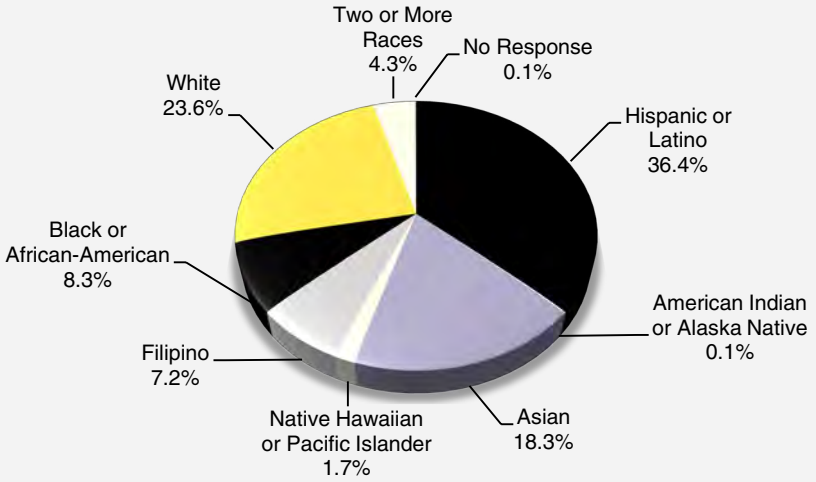
	2013-14			2014-15			2015-16		
Grade	**Number of Students**								
	1-20	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
K	4			1	2			3	
1	4			1	2			3	
2	3	1		4				4	
3	1	3			4			4	
4		3			3			3	
5		3			3			3	
6		3			3			3	
Subject	**Number of Students**								
	1-22	**23-32**	**33+**	**1-22**	**23-32**	**33+**	**1-22**	**23-32**	**33+**
English language arts		6			6			6	
Mathematics		6			6			6	
Science		6			6			6	
History/social science		6			6			6	

Enrollment by Student Group

The total enrollment at the school was 783 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



Socioeconomically disadvantaged	30.90%	English learners	27.50%	Students with disabilities	8.40%	Foster youth	0.50%

Public Internet Access

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

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2016-17 School Year

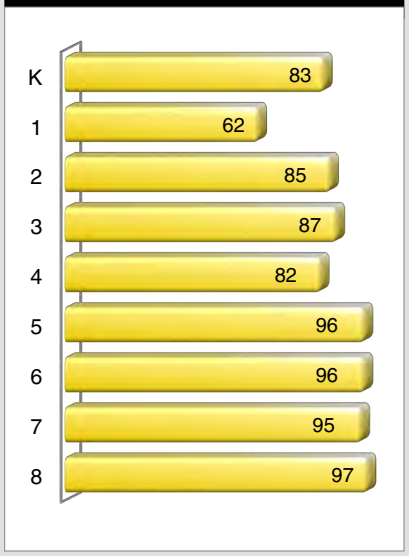
	Traina ES	Jefferson SD
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2012-2013	✧
Year in Program Improvement	Year 2	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade



Suspensions and Expulsions

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

Suspension and Expulsion Rates

	13-14	14-15	15-16
Traina ES			
Suspension rates	3.1%	5.8%	2.8%
Expulsion rates	0.1%	0.2%	0.0%
Jefferson SD			
Suspension rates	3.8%	3.5%	2.7%
Expulsion rates	0.0%	0.1%	0.0%
California			
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

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

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

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8.

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

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

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced — **Three-Year Data**

	Traina ES			Jefferson SD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	76%	64%	66%	73%	65%	64%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced — **2015-16 School Year**

Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	196	190	96.94%	65.79%
Male	107	105	98.13%	66.67%
Female	89	85	95.51%	64.71%
Black or African-American	18	17	94.44%	47.06%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	29	29	100.00%	62.07%
Filipino	18	18	100.00%	72.22%
Hispanic or Latino	77	74	96.10%	68.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	45	43	95.56%	67.44%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	16	16	100.00%	56.25%
English learners	49	48	97.96%	56.25%
Students with disabilities	11	10	90.91%	70.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Traina ES		Jefferson SD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	48%	52%	51%	53%	44%	48%
Mathematics	35%	39%	41%	45%	33%	36%

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	87	95.60%	47.10%
Male	49	48	98.00%	39.60%
Female	42	39	92.90%	56.40%
Black or African-American	11	10	90.90%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	15	93.80%	66.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	37	37	100.00%	43.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	14	87.50%	57.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	12	92.30%	41.70%
English learners	16	15	93.80%	46.70%
Students with disabilities	11	11	100.00%	18.20%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	87	95.60%	44.80%
Male	49	48	98.00%	35.40%
Female	42	39	92.90%	56.40%
Black or African-American	11	10	90.90%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	15	93.80%	73.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	37	37	100.00%	40.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	14	87.50%	50.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	12	92.30%	33.30%
English learners	16	15	93.80%	60.00%
Students with disabilities	11	11	100.00%	27.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	87	86	98.90%	36.10%
Male	44	43	97.70%	30.20%
Female	43	43	100.00%	41.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	17	100.00%	23.50%
Filipino	❖	❖	❖	❖
Hispanic or Latino	34	33	97.10%	39.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	17	100.00%	41.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	29	29	100.00%	20.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	87	86	98.90%	43.00%
Male	44	43	97.70%	39.50%
Female	43	43	100.00%	46.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	17	100.00%	35.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	34	33	97.10%	42.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	17	100.00%	58.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	29	29	100.00%	27.60%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	96	94	97.90%	62.80%
Male	52	51	98.10%	56.90%
Female	44	43	97.70%	69.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	73.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	38	37	97.40%	59.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	21	20	95.20%	55.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	29	29	100.00%	62.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	96	94	97.90%	47.90%
Male	52	51	98.10%	54.90%
Female	44	43	97.70%	39.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	60.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	38	37	97.40%	32.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	21	20	95.20%	60.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	29	29	100.00%	34.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	96	95	99.00%	51.58%
Male	45	45	100.00%	46.67%
Female	51	50	98.00%	56.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	55.56%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	25	96.20%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	23	23	100.00%	60.87%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	30.77%
English learners	27	27	100.00%	48.15%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	96	95	99.00%	29.47%
Male	45	45	100.00%	31.11%
Female	51	50	98.00%	28.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	33.33%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	25	96.20%	32.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	23	23	100.00%	21.74%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	15.38%
English learners	27	27	100.00%	33.33%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	95	91	95.80%	58.24%
Male	47	45	95.70%	51.11%
Female	48	46	95.80%	65.22%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	61.54%
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	32	100.00%	53.13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	29	26	89.70%	65.38%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	21	21	100.00%	33.33%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	95	91	95.80%	39.56%
Male	47	45	95.70%	40.00%
Female	48	46	95.80%	39.13%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	61.54%
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	32	100.00%	28.13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	29	26	89.70%	42.31%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	21	21	100.00%	23.81%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	100	98	98.00%	55.10%
Male	55	55	100.00%	50.91%
Female	45	43	95.60%	60.47%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	57.14%
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	38	97.40%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	24	24	100.00%	66.67%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	20	20	100.00%	40.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	100	98	98.00%	29.59%
Male	55	55	100.00%	29.09%
Female	45	43	95.60%	30.23%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	35.71%
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	38	97.40%	23.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	24	24	100.00%	41.67%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	20	20	100.00%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

School Facility Items Inspected

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status — 2016-17 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/11/2016
Date of the most recent completion of the inspection form			7/11/2016

School Facilities

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

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

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

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

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

Continued on sidebar

Types of Services Funded

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

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

School Facilities

Continued from left

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

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

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

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

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No ★
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

★ All textbooks are adopted from the most recent state-approved lists and consistent with the content and cycles of curriculum frameworks, except for English language arts/English language development (ELA/ELD). Our district is currently in the adoption process and will purchase and implement new ELA/ELD instructional materials next school year 2017-18.

Textbooks and Instructional Materials

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

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

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	Medallions (semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*, Holt, Rinehart and Winston (6)	06/2006
History/social science	World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

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

Currency of Textbook Data	2016-17 School Year
Data collection date	9/13/2016

Teacher Qualifications

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

Teacher Credential Information				Three-Year Data
	Jefferson SD	Traina ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	105	36	41	35
Without a full credential	3	1	1	1
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

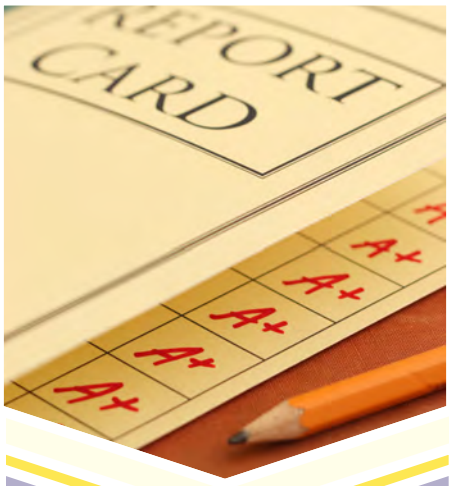
Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Traina ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

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

Highly Qualified Teachers		2015-16 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Traina ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral counselor	0.15
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.60
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

School Financial Data

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

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$4,163
Expenditures per pupil from restricted sources	$567
Expenditures per pupil from unrestricted sources	$3,596
Annual average teacher salary	$60,020

Expenditures Per Pupil

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

School Mission Statement

Traina school takes collective responsibility to guarantee all students learn at high levels.*

*Pending adoption.

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data		2014-15 Fiscal Year
	Jefferson SD	**Similar Sized District**
Beginning teacher salary	$39,720	$44,507
Midrange teacher salary	$63,740	$68,910
Highest teacher salary	$78,022	$88,330
Average elementary school principal salary	$101,363	$111,481
Superintendent salary	$151,675	$169,821
Teacher salaries: percentage of budget	44%	39%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

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

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Traina ES	$3,596	$60,020
Jefferson SD	$5,671	$64,230
California	$5,677	$71,610
School and district: percentage difference	-36.6%	-6.6%
School and California: percentage difference	-36.7%	-16.2%

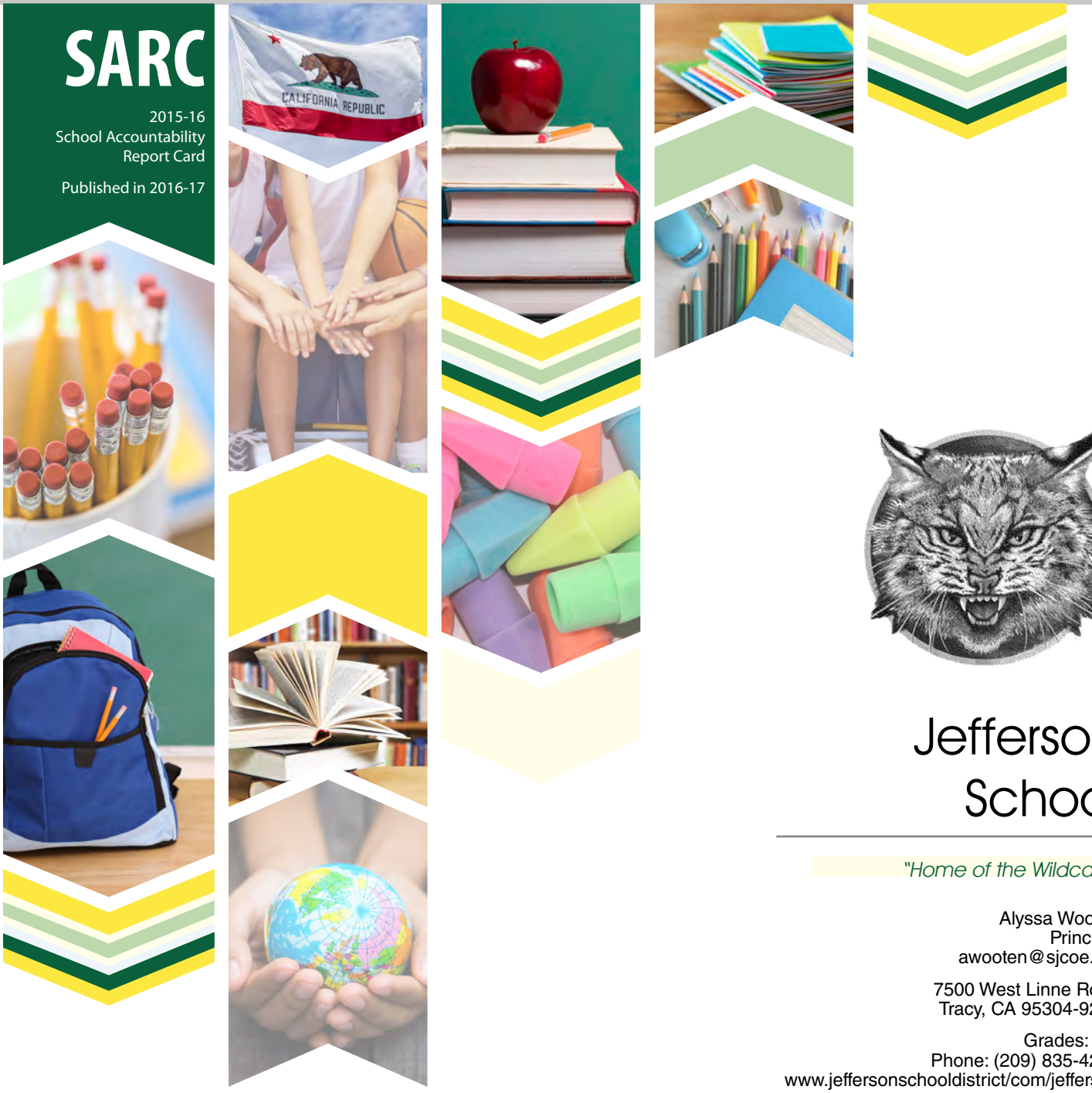
Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Jefferson School

"Home of the Wildcats!"

Alyssa Wooten
Principal
awooten@sjcoe.net

7500 West Linne Road
Tracy, CA 95304-9278

Grades: 5-8
Phone: (209) 835-4258
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CDS Code: 39-68544-6041875

Jefferson SD

CALIFORNIA REPUBLIC

Principal's Message

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with information about our school, its resources, successes and the areas needing improvement. Our purpose is to foster understanding and support for Jefferson School through awareness of accountability programs for student achievement and the processes used to meet those standards and goals. This SARC is published annually. The statistics reported are from the 2015-16 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

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

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

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

For the 2016-17 school year, our goals encompass teachers being lifelong learners and collaborating together to research best practices. A team of Jefferson School teacher leaders attended a three-day Professional Learning Community (PLC) conference over the summer of 2016 to learn what PLCs are all about and how they successfully function in schools. Also, this leadership team meets throughout the school year to make school decisions that are in the best interest of the students and based on proven research. They are leading small content area teams through a journey of researching best practices, making SMART goals for student learning, creating common formative assessments, comparing data and working together to plan. This is an exciting year for us as we move through the PLC process and have our first full year on our newly built campus.

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

Alyssa Wooten

School Mission Statement

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

Parental Involvement

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

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

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

School Safety

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

The district requires monthly fire drills and other emergency drills (earthquake, lockdown) be held to prepare students in the event of a genuine emergency. Staff also debriefs after every drill to troubleshoot for future emergency situations. A complete emergency procedures guide is posted in each classroom, the office and the staff room, describing procedures for emergency situations. All school buildings are equipped with backpacks containing emergency and first-aid supplies. We reviewed, updated and discussed the school safety plan with the school faculty in September 2016. We use our safety plan, along with fire and earthquake drills, at each site.

School Accountability Report Card

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

District Mission Statement

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

Governing Board

Debbie Wingo, President

Dan Wells, Vice President

Pete Carlson, Member

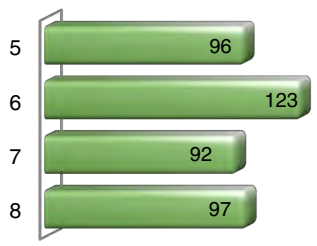
Brian Jackman, Member

Phil Raya, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

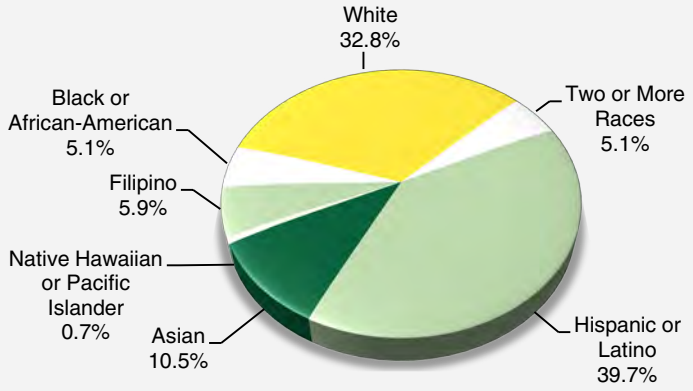


Enrollment by Student Group

The total enrollment at the school was 408 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



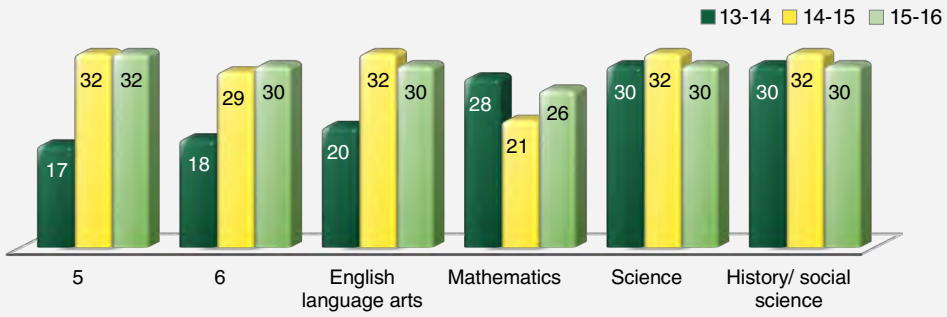
Socioeconomically disadvantaged	23.30%	English learners	12.30%	Students with disabilities	10.00%	Foster youth	0.50%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2013-14			2014-15			2015-16		
Grade	**Number of Students**								
	1-20	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
5		3			3			3	
6		3			3			4	
Subject	**Number of Students**								
	1-22	**23-32**	**33+**	**1-22**	**23-32**	**33+**	**1-22**	**23-32**	**33+**
English language arts		8			6			6	
Mathematics		8			8		1	5	
Science		7			6			4	2
History/social science		7			6			5	1

Suspensions and Expulsions

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

Suspension and Expulsion Rates

Jefferson School			
	13-14	**14-15**	**15-16**
Suspension rates	8.4%	2.4%	2.9%
Expulsion rates	0.0%	0.2%	0.0%
Jefferson SD			
	13-14	**14-15**	**15-16**
Suspension rates	3.8%	3.5%	2.7%
Expulsion rates	0.0%	0.1%	0.0%
California			
	13-14	**14-15**	**15-16**
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

California Physical Fitness Test

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

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

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

California Physical Fitness Test — 2015-16 School Year

Percentage of Students Meeting Fitness Standards	Jefferson School	
	Grade 5	Grade 7
Four of six standards	7.40%	12.40%
Five of six standards	16.00%	27.00%
Six of six standards	61.70%	50.60%

Public Internet Access

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

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program — 2016-17 School Year

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

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

Types of Services Funded

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

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

Professional Development

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

Professional Development Days	
2014-15	4 days
2015-16	3 days
2016-17	2 days

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

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

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

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 5-8.

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

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

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced — **Three-Year Data**

	Jefferson School			Jefferson SD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	77%	74%	69%	73%	65%	64%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced — **2015-16 School Year**

Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	195	194	99.49%	69.07%
Male	93	92	98.92%	72.83%
Female	102	102	100.00%	65.69%
Black or African-American	12	12	100.00%	75.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	100.00%	79.17%
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	66	66	100.00%	57.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	65	64	98.46%	78.13%
Two or more races	13	13	100.00%	53.85%
Socioeconomically disadvantaged	19	19	100.00%	42.11%
English learners	19	19	100.00%	42.11%
Students with disabilities	18	18	100.00%	72.22%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Jefferson School		Jefferson SD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	59%	59%	51%	53%	44%	48%
Mathematics	53%	52%	41%	45%	33%	36%

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	94	100.00%	63.80%
Male	46	46	100.00%	58.70%
Female	48	48	100.00%	68.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	11	100.00%	90.90%
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	31	100.00%	54.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	33	100.00%	63.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	94	100.00%	46.80%
Male	46	46	100.00%	50.00%
Female	48	48	100.00%	43.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	11	100.00%	81.80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	31	100.00%	35.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	33	100.00%	42.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	124	123	99.20%	50.82%
Male	60	59	98.30%	51.72%
Female	64	64	100.00%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	12	100.00%	63.64%
Filipino	❖	❖	❖	❖
Hispanic or Latino	54	53	98.20%	41.51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	43	43	100.00%	58.14%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	18.18%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	124	123	99.20%	52.85%
Male	60	59	98.30%	59.32%
Female	64	64	100.00%	46.88%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	12	100.00%	58.33%
Filipino	❖	❖	❖	❖
Hispanic or Latino	54	53	98.20%	39.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	43	43	100.00%	67.44%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	9.09%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	92	100.00%	55.43%
Male	34	34	100.00%	44.12%
Female	58	58	100.00%	62.07%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	39	100.00%	35.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	31	100.00%	74.19%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	45.45%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	92	100.00%	44.57%
Male	34	34	100.00%	29.41%
Female	58	58	100.00%	53.45%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	39	100.00%	23.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	31	100.00%	61.29%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	36.36%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	101	100	99.00%	66.00%
Male	47	46	97.90%	69.57%
Female	54	54	100.00%	62.96%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	84.62%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	54.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	31	96.90%	74.19%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	41.18%
English learners	12	12	100.00%	25.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	101	100	99.00%	63.00%
Male	47	46	97.90%	73.91%
Female	54	54	100.00%	53.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	92.31%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	57.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	31	96.90%	58.06%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	29.41%
English learners	12	12	100.00%	33.33%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

School Facility Items Inspected

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

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

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status — 2016-17 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/11/2016
Date of the most recent completion of the inspection form			7/11/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs — 2016-17 School Year

Items Inspected	Deficiencies and Action Taken or Planned
External	Leak in cafeteria roof, and seals on windows leak when raining. Director of maintenance contacted for repair in November 2016.

School Facilities

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

The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Continued on sidebar

School Facilities

At Jefferson School District, every effort is made to ensure students are monitored while on campus throughout the school day.

Yard supervisors, teachers, site administrators, and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus and must display their passes at all times.

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

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

Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms and facilities are well maintained and in good repair.

In August 2009, a new cafeteria floor was installed.

In September 2009, a new perimeter fence was installed

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

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

A new school was built on the site starting in 2014. The new school opened in January 2016 and students moved from the sub site to the new building in January 2016. The opening of the school and ribbon cutting ceremony took place in January 2016 where Jefferson School Board members, Jefferson superintendent, Jefferson administration, Tracy mayor, DARE officer, families and staff attended and walked the halls.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No ★
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

★ All textbooks are adopted from the most recent state-approved lists and consistent with the content and cycles of curriculum frameworks, except for English language arts/English language development (ELA/ELD). Our district is currently in the adoption process and will purchase and implement new ELA/ELD instructional materials next school year 2017-18.

Textbooks and Instructional Materials

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

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

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	Medallions (semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*, Holt, Rinehart and Winston (6)	06/2006
History/social science	World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

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

Currency of Textbook Data	2016-17 School Year
Data collection date	9/13/2016

Teacher Qualifications

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

Teacher Credential Information				Three-Year Data
	Jefferson SD	Jefferson School		
Teachers	16-17	14-15	15-16	16-17
With a full credential	105	16	16	18
Without a full credential	3	1	1	1
Teaching outside subject area of competence (with full credential)	1	0	1	1

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Jefferson School		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

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

Highly Qualified Teachers		2015-16 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Jefferson School	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

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

JEFFERSON CREED

Put Others First - Avoid Conflict

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral counselor	0.15
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.40
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00

School Financial Data

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

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$6,083
Expenditures per pupil from restricted sources	$972
Expenditures per pupil from unrestricted sources	$5,112
Annual average teacher salary	$67,033

Expenditures Per Pupil

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

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data		2014-15 Fiscal Year
	Jefferson SD	**Similar Sized District**
Beginning teacher salary	$39,720	$44,507
Midrange teacher salary	$63,740	$68,910
Highest teacher salary	$78,022	$88,330
Average elementary school principal salary	$101,363	$111,481
Superintendent salary	$151,675	$169,821
Teacher salaries: percentage of budget	44%	39%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

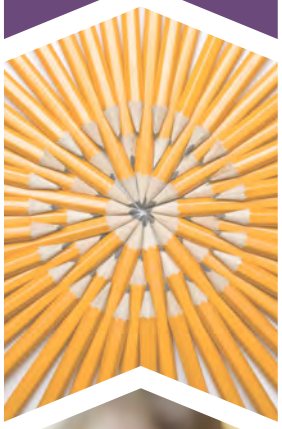
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

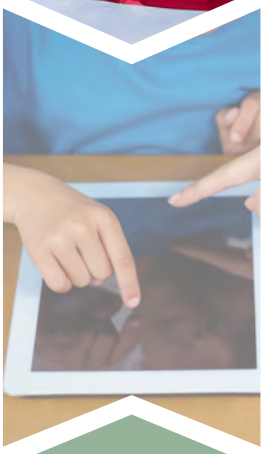
Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Jefferson School	$5,112	$67,033
Jefferson SD	$5,671	$64,230
California	$5,677	$71,610
School and district: percentage difference	-9.9%	+4.4%
School and California: percentage difference	-10.0%	-6.4%

SARC

2015-16
School Accountability
Report Card

Published in 2016-17





Monticello Elementary School

"Home of the Jaguars!"

Leslie Adair
Principal
ladair@sjcoe.net

1001 Cambridge Place
Tracy, CA 95377

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

CDS Code: 39-68544-6110373

Jefferson SD

CALIFORNIA REPUBLIC

Principal's Message

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

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

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

School Mission Statement

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

To enhance and support student, staff and district objectives.

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

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

Parental Involvement

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

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

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

Character Education Program

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

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

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

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

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

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

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

School Accountability Report Card

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

District Mission Statement

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

Governing Board

Debbie Wingo, President

Dan Wells, Vice President

Pete Carlson, Member

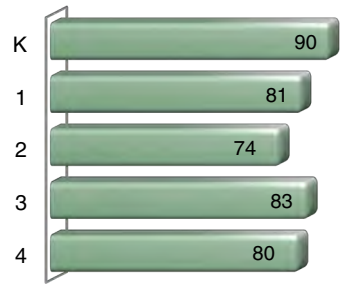
Brian Jackman, Member

Phil Raya, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

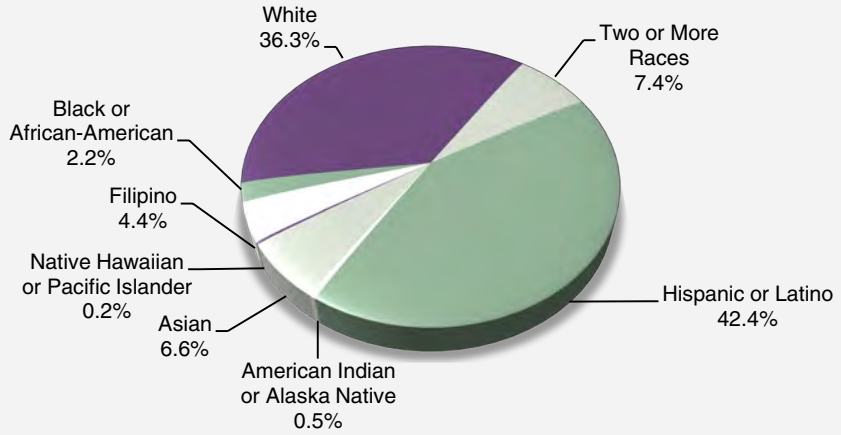


Enrollment by Student Group

The total enrollment at the school was 408 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



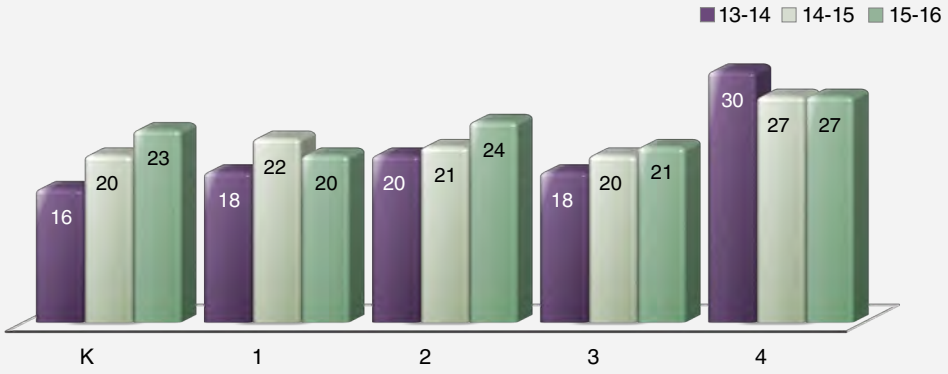
Socioeconomically disadvantaged	25.50%	English learners	18.90%	Students with disabilities	11.00%	Foster youth	0.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

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

Suspension and Expulsion Rates

Monticello ES			
	13-14	14-15	15-16
Suspension rates	1.5%	1.6%	2.2%
Expulsion rates	0.0%	0.0%	0.0%
Jefferson SD			
	13-14	14-15	15-16
Suspension rates	3.8%	3.5%	2.7%
Expulsion rates	0.0%	0.1%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4				4			3	
1	4				3			4	
2	4				4			3	
3	5			3	1		1	3	
4		3			3			3	

School Safety

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

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

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

Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to minimize workplace accidents, injuries and illnesses. By making safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at Jefferson School District. Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

We discussed and reviewed the district safety plan in August 2015. We use our safety plan, along with fire drills, intruder on campus drills, reverse evacuation drills, earthquake drills and shelter-in-place drills at each site. The school safety plan was last reviewed, updated and discussed with the school faculty beginning in each school year August 2016.

Public Internet Access

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

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Monticello ES	**Jefferson SD**
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

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

Professional Development

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

Professional Development Days	
2014-15	4 days
2015-16	3 days
2016-17	2 days

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

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

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

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-4.

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

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

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced — **Three-Year Data**

	Monticello ES			Jefferson SD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	⌘	⌘	⌘	73%	65%	64%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced — **2015-16 School Year**

Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	⌘	⌘	⌘	⌘
Male	⌘	⌘	⌘	⌘
Female	⌘	⌘	⌘	⌘
Black or African-American	⌘	⌘	⌘	⌘
American Indian or Alaska Native	⌘	⌘	⌘	⌘
Asian	⌘	⌘	⌘	⌘
Filipino	⌘	⌘	⌘	⌘
Hispanic or Latino	⌘	⌘	⌘	⌘
Native Hawaiian or Pacific Islander	⌘	⌘	⌘	⌘
White	⌘	⌘	⌘	⌘
Two or more races	⌘	⌘	⌘	⌘
Socioeconomically disadvantaged	⌘	⌘	⌘	⌘
English learners	⌘	⌘	⌘	⌘
Students with disabilities	⌘	⌘	⌘	⌘
Students receiving Migrant Education services	⌘	⌘	⌘	⌘
Foster youth	⌘	⌘	⌘	⌘

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

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

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Monticello ES		Jefferson SD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	41%	44%	51%	53%	44%	48%
Mathematics	53%	59%	41%	45%	33%	36%

⌘ Not applicable. This school serves students in grades K-4, and the CST for science applies to grades 5, 8 and 10.

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	87	98.90%	49.40%
Male	46	45	97.80%	37.80%
Female	42	42	100.00%	61.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	41.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	28	27	96.40%	51.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	15	100.00%	20.00%
English learners	14	14	100.00%	14.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	89	89	100.00%	73.00%
Male	47	47	100.00%	74.50%
Female	42	42	100.00%	71.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	44	44	100.00%	70.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	28	28	100.00%	75.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	15	100.00%	66.70%
English learners	14	14	100.00%	64.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	83	83	100.00%	38.60%
Male	50	50	100.00%	40.00%
Female	33	33	100.00%	36.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	38	38	100.00%	29.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	29	29	100.00%	37.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	35.70%
English learners	17	17	100.00%	5.90%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	83	83	100.00%	43.40%
Male	50	50	100.00%	48.00%
Female	33	33	100.00%	36.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	38	38	100.00%	23.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	29	29	100.00%	55.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	50.00%
English learners	17	17	100.00%	17.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

School Facility Items Inspected

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status

2016-17 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/11/2016
Date of the most recent completion of the inspection form			7/11/2016

School Facilities

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

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

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

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

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

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

Continued on sidebar

Types of Services Funded

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

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

School Facilities

Continued from left

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

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

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

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

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No ★
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

★ All textbooks are adopted from the most recent state-approved lists and consistent with the content and cycles of curriculum frameworks, except for English language arts/English language development (ELA/ELD). Our district is currently in the adoption process and will purchase and implement new ELA/ELD instructional materials next school year 2017-18.

Textbooks and Instructional Materials

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

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

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	Medallions (semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*, Holt, Rinehart and Winston (6)	06/2006
History/social science	World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

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

Currency of Textbook Data	2016-17 School Year
Data collection date	9/13/2016

Teacher Qualifications

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

Teacher Credential Information				Three-Year Data
	Jefferson SD	Monticello ES		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	105	23	23	20
Without a full credential	3	2	0	1
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Monticello ES		
Teachers	**14-15**	**15-16**	**16-17**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

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

Highly Qualified Teachers		2015-16 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Monticello ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.15
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.40
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

School Financial Data

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

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$6,427
Expenditures per pupil from restricted sources	$953
Expenditures per pupil from unrestricted sources	$5,474
Annual average teacher salary	$67,651

Expenditures Per Pupil

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

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data — 2014-15 Fiscal Year

	Jefferson SD	Similar Sized District
Beginning teacher salary	$39,720	$44,507
Midrange teacher salary	$63,740	$68,910
Highest teacher salary	$78,022	$88,330
Average elementary school principal salary	$101,363	$111,481
Superintendent salary	$151,675	$169,821
Teacher salaries: percentage of budget	44%	39%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

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

Financial Data Comparison — 2014-15 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monticello ES	$5,474	$67,651
Jefferson SD	$5,671	$64,230
California	$5,677	$71,610
School and district: percentage difference	-3.5%	+5.3%
School and California: percentage difference	-3.6%	-5.5%

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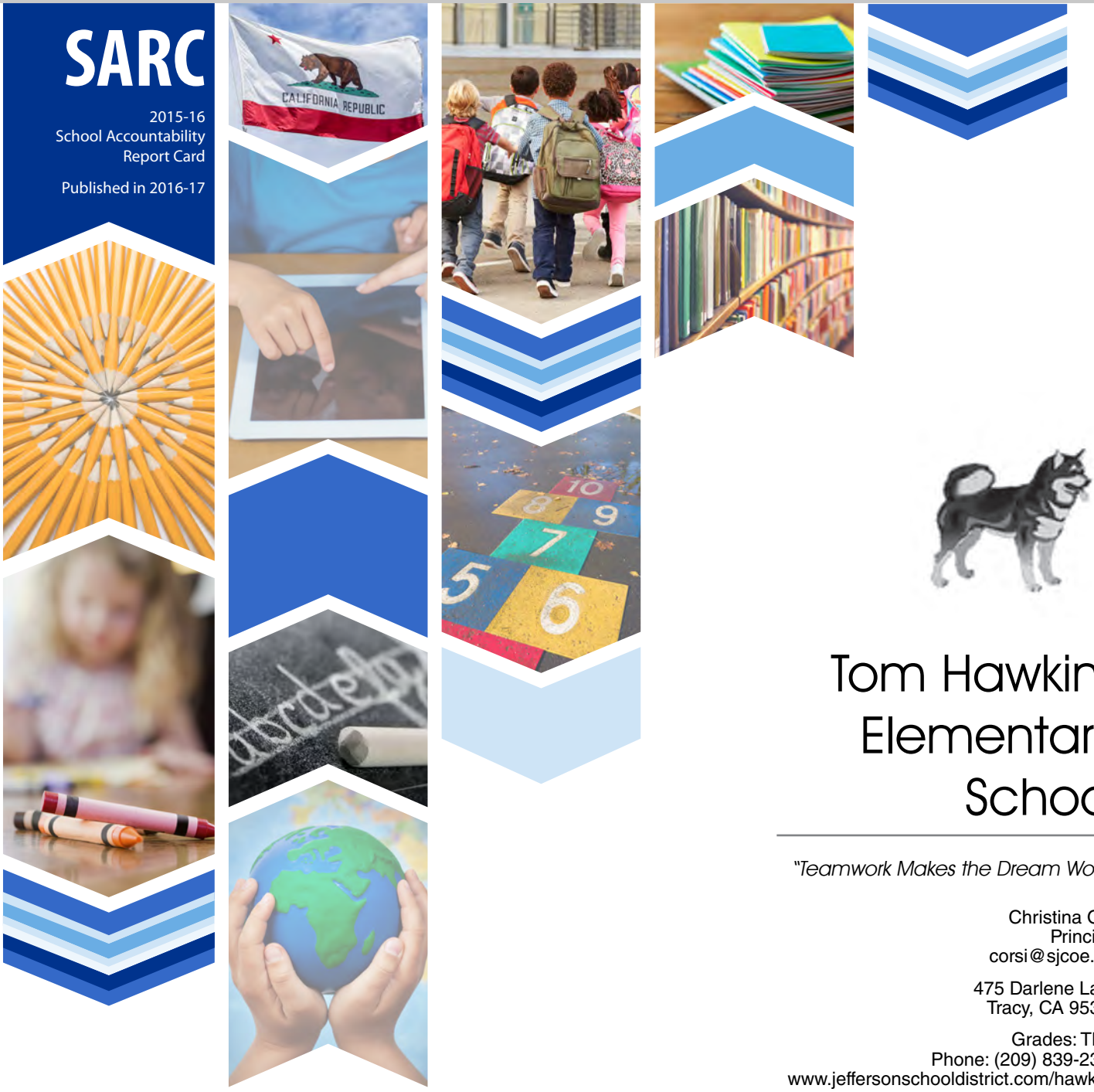
Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Tom Hawkins Elementary School

"Teamwork Makes the Dream Work!"

Christina Orsi
Principal
corsi@sjcoe.net

475 Darlene Lane
Tracy, CA 95377

Grades: TK-8
Phone: (209) 839-2380
www.jeffersonschooldistrict.com/hawkins

CDS Code: 39-68544-6117618

Jefferson SD

CALIFORNIA REPUBLIC

Principal's Message

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

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

Parental Involvement

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

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

School Safety

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

The school safety plan was last reviewed, updated and discussed with the school faculty in September 16, 2016.

Professional Development

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

Professional Development Days — **Three-Year Data**

	2014-15	2015-16	2016-17
Hawkins ES	4 days	3 days	2 days

School Accountability Report Card

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

District Mission Statement

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

Governing Board

Debbie Wingo, President

Dan Wells, Vice President

Pete Carlson, Member

Brian Jackman, Member

Phil Raya, Member

California Physical Fitness Test

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

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

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

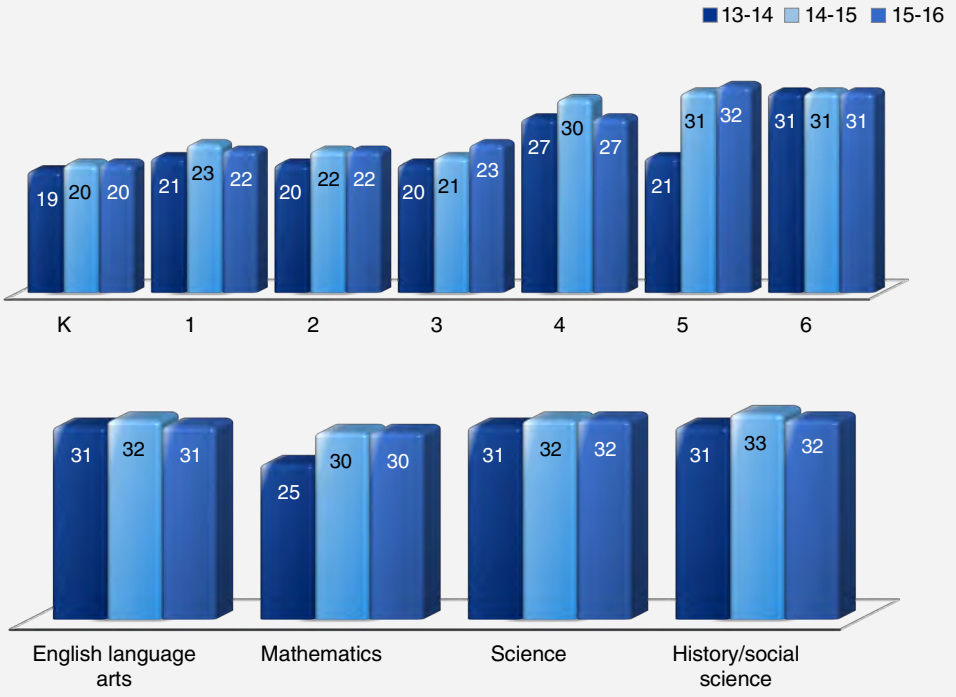
Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	11.40%
Five of six standards	27.60%
Six of six standards	41.00%
Grade 7	
Four of six standards	13.20%
Five of six standards	27.50%
Six of six standards	48.40%

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

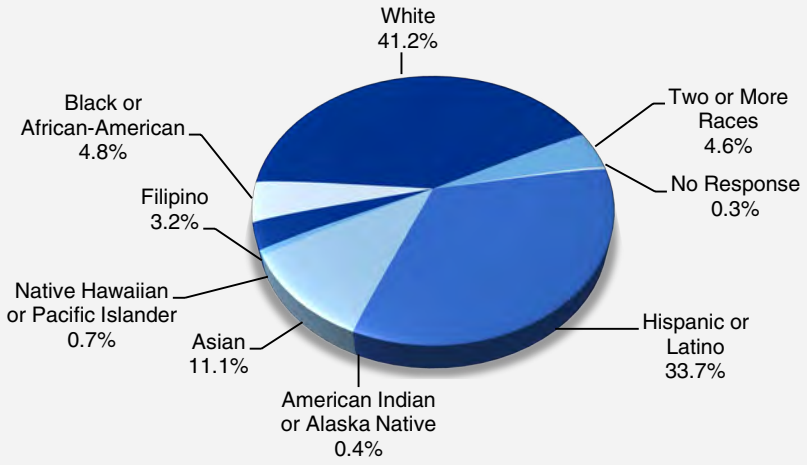
	2013-14			2014-15			2015-16		
Grade	**Number of Students**								
	1-20	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
K	4			1	2		1	2	
1	4				3			3	
2	3				3			3	
3	4			1	3			3	
4		3			3			3	
5		3			3			3	
6		3			3			2	1
Subject	**Number of Students**								
	1-22	**23-32**	**33+**	**1-22**	**23-32**	**33+**	**1-22**	**23-32**	**33+**
English language arts		6			4	2		5	1
Mathematics		6		1	3	2	1	3	2
Science		6			3	3		2	4
History/social science		6			2	4		3	3

Enrollment by Student Group

The total enrollment at the school was 747 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



Socioeconomically disadvantaged	24.50%	English learners	14.70%	Students with disabilities	9.00%	Foster youth	0.40%

Public Internet Access

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

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2016-17 School Year

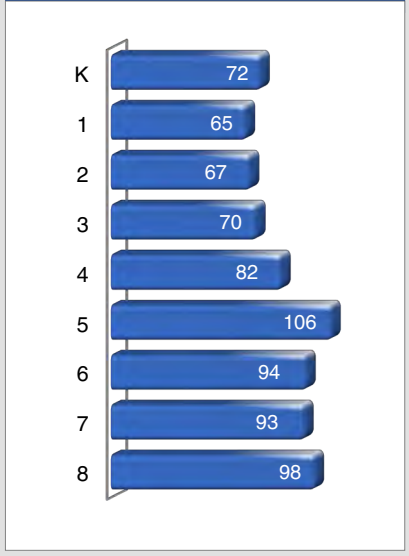
	Hawkins ES	Jefferson SD
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade



Suspensions and Expulsions

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

Suspension and Expulsion Rates

	13-14	14-15	15-16
Hawkins ES			
Suspension rates	3.7%	2.7%	4.0%
Expulsion rates	0.0%	0.0%	0.0%
Jefferson SD			
Suspension rates	3.8%	3.5%	2.7%
Expulsion rates	0.0%	0.1%	0.0%
California			
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

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

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

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8.

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

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

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced — **Three-Year Data**

	Hawkins ES			Jefferson SD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	66%	57%	55%	73%	65%	64%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced — **2015-16 School Year**

Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	204	173	84.80%	54.91%
Male	108	90	83.33%	62.22%
Female	96	83	86.46%	46.99%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	18	81.82%	72.22%
Filipino	14	13	92.86%	61.54%
Hispanic or Latino	74	62	83.78%	46.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	78	66	84.62%	57.58%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	16	94.12%	43.75%
English learners	27	23	85.19%	39.13%
Students with disabilities	23	22	95.65%	31.82%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Hawkins ES		Jefferson SD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	51%	52%	51%	53%	44%	48%
Mathematics	36%	43%	41%	45%	33%	36%

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	69	69	100.00%	58.00%
Male	38	38	100.00%	44.70%
Female	31	31	100.00%	74.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	25	25	100.00%	56.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	29	29	100.00%	62.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	17	17	100.00%	47.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	69	69	100.00%	75.40%
Male	38	38	100.00%	65.80%
Female	31	31	100.00%	87.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	25	25	100.00%	72.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	29	29	100.00%	79.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	17	17	100.00%	70.60%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	86	85	98.80%	56.50%
Male	52	52	100.00%	48.10%
Female	34	33	97.10%	69.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	29	29	100.00%	48.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	32	97.00%	56.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	38.50%
English learners	15	15	100.00%	13.30%
Students with disabilities	15	15	100.00%	6.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	86	85	98.80%	49.40%
Male	52	52	100.00%	51.90%
Female	34	33	97.10%	45.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	29	29	100.00%	44.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	32	97.00%	50.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	30.80%
English learners	15	15	100.00%	13.30%
Students with disabilities	15	15	100.00%	6.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	106	105	99.10%	42.90%
Male	56	55	98.20%	30.90%
Female	50	50	100.00%	56.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	73.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	42	42	100.00%	31.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	33	97.10%	45.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	21	21	100.00%	28.60%
Students with disabilities	18	18	100.00%	5.60%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	106	105	99.10%	17.30%
Male	56	55	98.20%	18.20%
Female	50	50	100.00%	16.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	33.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	42	42	100.00%	9.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	33	97.10%	25.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	21	21	100.00%	0.00%
Students with disabilities	18	18	100.00%	11.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	94	100.00%	50.00%
Male	49	49	100.00%	42.86%
Female	45	45	100.00%	57.78%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	49	49	100.00%	51.02%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	94	100.00%	42.55%
Male	49	49	100.00%	40.82%
Female	45	45	100.00%	44.44%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20	20	100.00%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	49	49	100.00%	44.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	92	97.90%	61.96%
Male	42	42	100.00%	52.38%
Female	52	50	96.20%	70.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	30	96.80%	46.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	44	100.00%	70.45%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	11	10	90.90%	30.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	92	97.90%	39.13%
Male	42	42	100.00%	35.71%
Female	52	50	96.20%	42.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	30	96.80%	23.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	44	100.00%	45.45%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	11	10	90.90%	10.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	98	97	99.00%	48.45%
Male	52	51	98.10%	47.06%
Female	46	46	100.00%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	32	100.00%	40.63%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	43	97.70%	53.49%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	98	97	99.00%	43.30%
Male	52	51	98.10%	50.98%
Female	46	46	100.00%	34.78%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	32	100.00%	28.13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	43	97.70%	51.16%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

School Facility Items Inspected

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

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

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status — 2016-17 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Fair
Electrical	Good	**External**	Fair
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/11/2016
Date of the most recent completion of the inspection form			7/11/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs — 2016-17 School Year

Items Inspected	Deficiencies and Action Taken or Planned
Structural	Leaking gutters. Maintenance is ongoing.
External	Wooden playground contained rot. Playground was removed and is scheduled to be replaced in Spring 2017.

School Facilities

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

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

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School Facilities

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

Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure all classrooms, restrooms and facilities are well maintained and in good repair. Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment.

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

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

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

At Tom Hawkins Elementary School, every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus and must display their visitor passes at all times. Classroom volunteers must attain tuberculosis clearance.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No ★
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

★ All textbooks are adopted from the most recent state-approved lists and consistent with the content and cycles of curriculum frameworks, except for English language arts/English language development (ELA/ELD). Our district is currently in the adoption process and will purchase and implement new ELA/ELD instructional materials next school year 2017-18.

Textbooks and Instructional Materials

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

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

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	Medallions (semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*, Holt, Rinehart and Winston (6)	06/2006
History/social science	World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

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

Currency of Textbook Data	2016-17 School Year
Data collection date	9/13/2016

Teacher Qualifications

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

Teacher Credential Information				Three-Year Data
	Jefferson SD	Hawkins ES		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	105	33	35	35
Without a full credential	3	1	1	0
Teaching outside subject area of competence (with full credential)	1	2	1	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			Three-Year Data
	Hawkins ES		
Teachers	**14-15**	**15-16**	**16-17**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

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

Highly Qualified Teachers		2015-16 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Hawkins ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

Types of Services Funded

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

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

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.15
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.60
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00

School Financial Data

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

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$5,891
Expenditures per pupil from restricted sources	$681
Expenditures per pupil from unrestricted sources	$5,210
Annual average teacher salary	$64,423

Expenditures Per Pupil

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

School Mission Statement

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

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data		2014-15 Fiscal Year
	Jefferson SD	**Similar Sized District**
Beginning teacher salary	$39,720	$44,507
Midrange teacher salary	$63,740	$68,910
Highest teacher salary	$78,022	$88,330
Average elementary school principal salary	$101,363	$111,481
Superintendent salary	$151,675	$169,821
Teacher salaries: percentage of budget	44%	39%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

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

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Hawkins ES	$5,210	$64,423
Jefferson SD	$5,671	$64,230
California	$5,677	$71,610
School and district: percentage difference	-8.1%	+0.3%
School and California: percentage difference	-8.2%	-10.0%

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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.