Jefferson School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Jefferson School
Street	7500 West Linne Road
City, State, Zip	Tracy, CA 95304
Phone Number	(209) 835-3053
Principal	Jason Strickland
Email Address	jastrickland@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Domain/46
Grade Span	5-8
County-District-School (CDS) Code	39-68544-6041875

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal's Message

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with information about our school, its resources, successes, and the areas of improvement. Our purpose is to foster understanding and support for Jefferson School through awareness of accountability programs for student achievement and the processes used to meet those standards and goals. This SARC is published annually. The statistics reported are from the 2023-24 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

2024-25 School Description and Mission Statement

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

Our goals for the 2024-2025 school year involved teachers as lifelong learners and collaborating with grade level colleagues to research best practices, all while providing a robust curriculum and social/emotional support. The focus again this year has been on student engagement and discourse in classes. We have been working with McRel International on curriculum and instruction and have really focused on the "students doing the talking." Research shows that the more involved our students are in the lesson, the more they collaborate as a group, the more they will learn the subject area and more importantly, be able to demonstrate what they have learned. We continue to work with our District Director of Curriculum and Instruction and share best practices with other schools in the district through our weekly PLC meetings. The Site Leadership team members continue to lead small content area teams through a journey of researching best practices, creating SMART goals for student learning, creating common formative assessments, comparing data and working together to plan how we can get more students engaged and connected to the subject matter. Jefferson is proud to continue the important collaborative work with staff from other schools in the district and to continue our PLC journey.

Our mission at Jefferson school is the same; We take collective responsibility to empower all students to reach their fullest academic, physical and social potential. We believe strongly in that collective effort and it aligns perfectly with our school's vision; Our school provides a safe, nurturing and encouraging environment where growth is the goal, failure is not an option, and staff and students strive for success. Our goal is to meet students where they are at and we will intervene when needed using a tiered approach that starts in the classroom. Interventions for English learners (ELs), special populations and Gifted and Talented Education (GATE) students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically; we strive to meet behavioral needs as well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn and grow from their behaviors. We believe that there are "teachable moments" with every situation and pride ourselves in getting students to learn and reflect on behavior and ultimately repair any spaces that have been damaged by poor choices. Our on-site counselor and therapist provide students and families support for mental-health needs, trauma, and other challenges that they are dealing with. All students receive weekly instruction from our adopted character education program, Project Wisdom in addition to our weekly classes on social/emotional curriculum, Second Step. We also recognize students for their good choices in an effort to create a nurturing and positive school climate by handing out CREED tickets (see below) and students have the opportunity to earn rewards. We still utilize our Kindness Wall for Jefferson School where students, staff, and families can send messages to each other to uplift and spread kindness and love which is displayed throughout the day in the front office and the cafeteria.

Jefferson School's Associated Student Body (ASB) takes pride in making decisions for our campus, as our ASB has control of the ASB budget, activities, and decisions made for the school as a whole. Jefferson's student body can attend any ASB meetings, which are held weekly on Wednesdays. We host weekly/monthly events and ASB has held several assemblies, rallies, and dances. Athletics are going strong at Jefferson and we are proud to be able to offer co-ed Volleyball, Boys Basketball, Girls Basketball, co-ed Soccer, co-ed Flag Football, co-ed Cross Country and co-ed Track and Field. We are also excited to add a sports banquet this year to honor and recognize our student athletes. In addition to athletics, we have several music performances planned throughout the year as well as a spring musical play. Our Science and Math Olympiad teams continue to be strong parts of our culture and this year, we have parents who are volunteering to support the coaching.

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

Jason Strickland
Principal

Jefferson "CREED" which applies to EVERY person at Jefferson (staff, students, and families)
We are Responsible. We Do Our Best Each Day. We Think Before We Speak. We Put Others First. We Avoid Conflict.

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

2024-25 School Description and Mission Statement

School Vision Statement
Our school provides a safe, nurturing and encouraging environment where growth is the goal, failure is not an option, and staff and students strive for success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	119
Grade 6	130
Grade 7	139
Grade 8	134
Total Enrollment	522

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.6
Asian	51.9
Black or African American	1.5
Filipino	3.3
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.4
White	14
English Learners	9.8
Foster Youth	0.2
Homeless	0.8
Socioeconomically Disadvantaged	26.4
Students with Disabilities	8.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.60	87.75	86.30	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	2.81	4.50	4.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	4.72	7.10	6.99	11953.10	4.28
Unknown/Incomplete/NA	0.80	4.66	3.70	3.68	15831.90	5.67
Total Teaching Positions	17.80	100.00	102.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	71.53	85.10	75.35	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	15.25	15.00	13.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	8.13	4.80	4.29	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.08	2.90	2.65	14303.80	5.15
Total Teaching Positions	19.60	100.00	113.00	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.70	0.80	1.6
Total Out-of-Field Teachers	1.70	0.80	1.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	16.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

1. These decisions are made before beginning the process:

- Discuss critical issues with administrators and curriculum representatives
- Determine issues unique to district needs
- Needs assessment
- School improvement plans
- Superintendent direction
- Board direction
- Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher

2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.

3. The committee reviews, researches and identifies essential K-8 curriculum and assesses needs.

4. The committee establishes consensus on the most important criteria to evaluate during initial screening.

5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.

6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.

7. Community members are invited to review curriculum and provide feedback.

8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.

9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) - 05/2017 California Wonders, McGraw Hill (K-5) - 05/2017 SpringBoard - California Ed., College Board (6-8) - 05/2017	Yes	0%
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	Yes	0%
Science	STEMscopes Early Explorer, Accelerate Learning (TK) - 04/2021 STEMscopes CA NGSS 3D, Accelerate Learning (K-8) - 04/2021	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) - 06/2018 World History Ancient Civilizations, National Geographic (6) - 05/2019 World History Medieval and Early Modern Times, National Geographic (7) - 05/2019 US History American Stories Beginnings to World War I, National Geographic (8) - 05/2019	Yes	0%

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

School Facility Conditions and Planned Improvements

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

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

At Jefferson School District, every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus and must display their passes at all times. We recently added an Ident-A-Kid visitor management system on campus. This system makes it easier to track visitors and volunteers. Furthermore, it requires parents to digitally check their child in and out for a more accurate account of children on campus.

A joint effort between students and staff helps keep the campus clean and litter-free. Two full-time custodians and one part-time custodian take great pride in maintaining organized, clean and safe facilities at Jefferson. Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms and facilities are well maintained and in good repair.

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

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

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

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	74	79	60	60	46	47
Mathematics (grades 3-8 and 11)	66	73	52	54	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	516	515	99.81	0.19	78.64
Female	261	260	99.62	0.38	81.54
Male	255	255	100.00	0.00	75.69
American Indian or Alaska Native	--	--	--	--	--
Asian	272	271	99.63	0.37	90.41
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	119	119	100.00	0.00	63.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	72.73

White	72	72	100.00	0.00	68.06
English Learners	35	35	100.00	0.00	37.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	141	99.30	0.70	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	22.92

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	516	515	99.81	0.19	73.40
Female	261	260	99.62	0.38	74.23
Male	255	255	100.00	0.00	72.55
American Indian or Alaska Native	--	--	--	--	--
Asian	272	271	99.63	0.37	87.45
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	119	119	100.00	0.00	53.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	81.82
White	72	72	100.00	0.00	58.33
English Learners	35	35	100.00	0.00	31.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	142	141	99.30	0.70	56.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	18.75

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	54.38	67.60	44.52	50.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	253	253	100.00	0.00	67.59
Female	123	123	100.00	0.00	69.11
Male	130	130	100.00	0.00	66.15
American Indian or Alaska Native	0	0	0	0	0
Asian	143	143	100.00	0.00	80.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	51.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	52.78
English Learners	14	14	100.00	0.00	21.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	13.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.2	99.2	99.2	97.5	99.2
Grade 7	99.3	98.6	98.6	99.3	98.6

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

We are grateful to have a wonderful Parent Faculty Association (PFA) that is dedicated to serving the Jefferson and Monticello Elementary School communities. Our PFA has been actively devoting their time to organizing and developing special projects and events that benefit all students. Our parent group has supported the following here at Jefferson: 1st day of school ice cream for students, staff appreciation, 6th grade Science Camp, movie nights, our kindness wall program, snacks for CAASPP testing, and 8th grade end-of-the-year activities, to name a few. The primary fundraiser for the PFA is the annual School Carnival. We held this year's carnival in September and families from both Jefferson and Monticello attended. Parents who are not yet members are always encouraged to join this group and support students and staff at Jefferson. Meetings are held regularly, alternating between Jefferson and Monticello Elementary School.

Parents can also get involved with the following: English Learner Advisory Committee (ELAC), School Site Council (SSC), 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. We hold monthly parent engagement events here at Jefferson; Coffee and Conversation with the Principal. It has been great meeting with parents monthly and sharing all of the fantastic things happening at Jefferson. In order to support families who work during the school day, we also implemented an evening version of Coffee and Conversation that is virtual. The topics and slides from the meeting are also recorded and sent out to families who could not attend.

Our digital marquee is used to celebrate school successes and as another platform to inform students and families of upcoming events. Furthermore, families receive a weekly newsletter highlighting our campus and how to be involved. We continue our tradition of daily morning announcements that are projected digitally in classrooms as well as posted on our school website for parents and families to access. In order to spread our kind messages, we have two televisions, one in the main office and one in the cafeteria. This has been a highlight for students and families, and we hope to add more content in the future.

For more information on how to become involved, please contact our front office staff and reach out to our parent group at mjpfa6@gmail.com.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	528	525	24	4.6
Female	264	262	14	5.3
Male	264	263	10	3.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	276	275	7	2.5
Black or African American	--	--	--	--
Filipino	17	17	1	5.9
Hispanic or Latino	123	123	9	7.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	2	9.1
White	73	73	4	5.5
English Learners	53	52	3	5.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	147	147	14	9.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	49	2	4.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.48	1.24	1.89	2.38	2.87	2.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.89	0.00
Female	0.38	0.00
Male	3.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.45	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.37	0.00
English Learners	1.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Jefferson School maintains a school safety plan, which is updated annually by the School Site Council Safety Committee, whose members include administrators, employees, parents, students, and local law enforcement. A high priority is placed on disaster preparedness. Comprehensive safety plans have been created and reviewed by staff and they are discussed at

2024-25 School Safety Plan

monthly staff meetings. The Principal, Administrative Assistant, and Head Custodian meet weekly to discuss and collaborate on safety plans, drills, and other safety-related concerns. We also collaborate after each drill to make needed adjustments and changes.

The district requires monthly fire drills and other emergency drills (earthquake, lockdown, shelter in place) to be held to prepare students and staff in the event of a genuine emergency. Staff also debriefs after every drill to troubleshoot for future emergency situations. A complete emergency procedures guide is posted in each classroom, the office, and the staff room, describing procedures for emergency situations. All school buildings are equipped with backpacks containing emergency and first-aid supplies. The school safety plan is reviewed during the first month of school and updated throughout the school year to ensure personnel is correct, staff and students are aware of procedures, and our students and staff are safe. The school safety committee walks the campus with a local officer, discusses areas for improvement, and makes those improvements. Furthermore, the fire inspector attends at least one drill each year to ensure we keep students safe, are as prepared as possible for emergencies, and that the responders (alarm company and officials) respond appropriately.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33		6	6
Mathematics	27	2	5	1
Science	33		2	4
Social Science	33		2	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	2	10	6
Mathematics	25	5	5	1
Science	29	2	3	4
Social Science	29		7	2

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,953	$3,241	$7,712	$91,614.18
District	N/A	N/A	$10,526	$86,409
Percent Difference - School Site and District	N/A	N/A	-30.9	5.8
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-33.1	-2.7

Fiscal Year 2023-24 Types of Services Funded

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

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,107	$57,839
Mid-Range Teacher Salary	$83,347	$90,040
Highest Teacher Salary	$108,872	$118,647
Average Principal Salary (Elementary)	$137,910	$144,639
Average Principal Salary (Middle)	$137,910	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$199,709	$229,986
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Jefferson School District is known for its commitment to enhancing teacher effectiveness and student learning outcomes. GLAD strategies are an integral part of the Jefferson School District's instructional framework, fostering language acquisition and academic success. The district's commitment to implementing GLAD strategies aligns with research-based practices for language development and provides a foundation for creating language-rich classrooms. Teachers demonstrate a strong understanding and application of GLAD strategies in diverse classrooms. Continuous training and support for educators ensure the sustained implementation of GLAD strategies, which provides a positive impact observed on student engagement and language acquisition.

The PLC process at Jefferson School District serves as a catalyst for collaborative learning and professional growth. Teachers and staff actively engage in reflective practices, data analysis, and shared decision-making to improve instructional practices and student achievement, which ensures the commitment to a culture of collaboration and shared responsibility. Effective use of data-driven discussions are used to inform instructional decisions. Regular PLC meetings provide a platform for educators to address challenges and celebrate successes.

Jefferson School District prioritizes providing diverse professional learning opportunities to empower educators and strengthen instructional practices. These opportunities encompass workshops, conferences, and online courses that align with district goals and individual teacher needs. A variety of professional development options cater to different learning preferences. Regular needs assessments help tailor professional learning opportunities to educators' specific requirements. The integration of technology is used to facilitate continuous learning and development.

The partnership with McRel International has been a cornerstone in enhancing instructional leadership and fostering a data-informed culture within the district. McRel's research-based frameworks provide valuable insights that guide decision-making at both the school and district levels. McRel International provides access to high-quality research and resources that inform instructional practices. Professional development sessions conducted by a McRel expert (Cheryl Abla) contribute to the capacity-building of educators and administrators. The district utilizes integration of McRel frameworks into the district's strategic planning and continuous improvement processes.

Jefferson School District's commitment to professional development through GLAD strategies, the PLC process, professional learning opportunities, and collaboration with McRel International is commendable. By leveraging these insights, the district can further enhance its professional development initiatives and contribute to the overall success of both educators and students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4		10

Monticello Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

Monticello Elementary School

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Monticello Elementary School
Street	1001 Cambridge Place
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 833-9300
Principal	Tessa Bunch
Email Address	tbunch@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Domain/216
Grade Span	TK-4
County-District-School (CDS) Code	39-68544-6110373

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal's Message
Monticello Elementary School, which opened in 1991, currently serves 555 students in transitional kindergarten through fourth grade. Our exemplary staff, positive learning environment and rigorous curriculum help guide our students to become confident, independent, successful contributors to our school community, as well as society as a whole. Our staff collaborate on a routine basis to ensure all students are learning at high levels, placing an emphasis on the education of the whole child: cognitive, social and emotional. Our staff works closely with the parents and guardians of our students, establishing a partnership that facilitates the achievement of all of our students. At Monticello, our students are our number one priority.

2024-25 School Description and Mission Statement

Staff goals for the 2024-2025 school year at Monticello:

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	135
Grade 2	136
Grade 3	126
Grade 4	129
Total Enrollment	658

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	2
Asian	54
Black or African American	1.8
Filipino	3.5
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.9
White	14.6
English Learners	15.3
Foster Youth	0.2
Homeless	0.6
Socioeconomically Disadvantaged	18.7
Students with Disabilities	10.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.40	79.54	86.30	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.55	4.50	4.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.55	1.00	0.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	5.64	7.10	6.99	11953.10	4.28
Unknown/Incomplete/NA	1.20	5.68	3.70	3.68	15831.90	5.67
Total Teaching Positions	21.90	100.00	102.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	72.54	85.10	75.35	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	7.85	5.00	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	15.69	15.00	13.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.80	4.29	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.92	2.90	2.65	14303.80	5.15
Total Teaching Positions	25.40	100.00	113.00	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	2
Misassignments	0.00	0.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90	0
Local Assignment Options	0.00	0.20	0
Total Out-of-Field Teachers	0.00	1.20	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.70	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) - 05/2017 California Wonders, McGraw Hill (K-5) - 05/2017 SpringBoard - California Ed., College Board (6-8) - 05/2017	Yes	0%
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	Yes	0%

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

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

School Facility Conditions and Planned Improvements

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

We at Monticello Elementary School take pride in our campus. We work together and strive to keep our campus clean and graffiti free. Our Associated Student Body officers and representatives often partake in community service opportunities both on our campus and throughout the community. Our maintenance team takes pride in a well-kept campus, and is committed to keeping our school clean, well maintained, organized and safe. All school facilities are meticulously cared for and in exemplary status. We are never without custodial assistance throughout the school day. The school's custodial team also ensures that school facilities comply with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair. Their prompt response to staff and student needs is greatly appreciated. We utilize a Jit-Bit system to report technical and mechanical issues.

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

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	64	60	60	46	47
Mathematics (grades 3-8 and 11)	64	68	52	54	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	255	98.08	1.92	63.92
Female	120	117	97.50	2.50	70.09
Male	140	138	98.57	1.43	58.70
American Indian or Alaska Native	--	--	--	--	--
Asian	136	135	99.26	0.74	78.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	57	96.61	3.39	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	41.67

White	38	37	97.37	2.63	40.54
English Learners	26	25	96.15	3.85	24.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	59	98.33	1.67	47.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	20.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	255	98.08	1.92	68.24
Female	120	117	97.50	2.50	69.23
Male	140	138	98.57	1.43	67.39
American Indian or Alaska Native	--	--	--	--	--
Asian	136	135	99.26	0.74	82.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	57	96.61	3.39	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	38	37	97.37	2.63	48.65
English Learners	26	25	96.15	3.85	28.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	60	59	98.33	1.67	61.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	20.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)			44.52	50.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parent and guardian support and involvement are a mainstay at Monticello Elementary School. Volunteers are traditionally welcome within the individual classrooms, as well as at school events and productions. Our amazing parent and guardian community have volunteer their time and services, and remain an integral part of our school community. Volunteers may choose from a variety of opportunities, should they want to be involved in our school and support our student population. Some examples are as follows:

- Participate in monthly Parent Faculty Association meetings (For details on how to volunteer your time, please contact our Parent Faculty Association president, Lauren Ruiz, at (209) 833-9300, or email them at mjpfa6@gmail.com.)
- Participate in various fundraising activities such as: Chalk the Walk, Fall Carnival, Back to School Night, Open House, Movie Night, and Book Fair
- Become a member of the School Site Council (SSC)
- Volunteer in classrooms (Tuberculosis [TB] clearance is required to volunteer on a consistent basis as permitted by district protocol
- Participation on our English Learner Advisory Committee (ELAC)
- District Parent Advisory Committee

Monticello maintains a digital marquee. It is used to celebrate school successes, notify the school community of upcoming events, and provide any additional information on an as-needed basis. In addition, Monticello families have access to a district website that provides updates and resources for both students and families, as well as alerting them to upcoming events. Monticello sends out a weekly Family Newsletter with upcoming information and special announcements. Monticello also sounds out a weekly parent newsletter with important information.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	699	683	59	8.6
Female	342	329	26	7.9
Male	357	354	33	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	14	2	14.3
Asian	381	370	30	8.1
Black or African American	15	13	1	7.7
Filipino	23	23	0	0.0
Hispanic or Latino	123	121	13	10.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	5	15.2
White	99	98	8	8.2
English Learners	117	114	14	12.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	163	161	22	13.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	100	98	14	14.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.34	0.9	0.72	2.38	2.87	2.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0.00
Female	0.00	0.00
Male	1.40	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.52	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.03	0.00
White	1.01	0.00
English Learners	2.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Monticello Elementary School's School Site Plan is a living document. Our staff formally reviews our plan on an annual basis at the start of each school year. . Numerous policies and procedures are in place to ensure the safety of all of our students and staff. Within each classroom, emergency procedures are posted by each door, along with an emergency backpack containing

2024-25 School Safety Plan

various survival items, first-aid supplies, and emergency contact information. Our District Safety Committee updates our emergency backpacks on an as-needed basis. The posted emergency procedures include general information regarding actions to be taken should any of the following events occur: fallen aircraft, flood preparedness, fire, missing-student protocol, campus shooting, earthquakes, bomb threat and checklist, explosion, chemical accident, and lockdown. The CCSP also includes suspension data specific to Monticello and crime data for the surrounding area.

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

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

The site safety plan was reviewed and discussed with the staff in December 2024. The School Site Council also reviewed the School Safety Plan. We use our safety plan, along with fire drills, intruder-on-campus drills, reverse-evacuation drills, earthquake drills, lockdown drills, and shelter-in-place drills at each site. The school safety plan is reviewed, updated and discussed with the school faculty each school year.

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D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		6	
1	25		40	
2	25		40	
3	25		35	
4	31		21	
Other	10	8		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		5	
1	25		35	
2	25		35	
3	25		30	
4	32		12	
Other	18	7		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,131	$3,241	$6,890	$76,236.36
District	N/A	N/A	$10,526	$86,409
Percent Difference - School Site and District	N/A	N/A	-41.8	-12.5
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-43.9	-21.0

Fiscal Year 2023-24 Types of Services Funded

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

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,107	$57,839
Mid-Range Teacher Salary	$83,347	$90,040
Highest Teacher Salary	$108,872	$118,647
Average Principal Salary (Elementary)	$137,910	$144,639
Average Principal Salary (Middle)	$137,910	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$199,709	$229,986
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Jefferson School District is known for its commitment to enhancing teacher effectiveness and student learning outcomes. GLAD strategies are an integral part of the Jefferson School District's instructional framework, fostering language acquisition and academic success. The district's commitment to implementing GLAD strategies aligns with research-based practices for language development and provides a foundation for creating language-rich classrooms. Teachers demonstrate a strong understanding and application of GLAD strategies in diverse classrooms. Continuous training and support for educators ensure the sustained implementation of GLAD strategies, which provides a positive impact observed on student engagement and language acquisition.

The PLC process at Jefferson School District serves as a catalyst for collaborative learning and professional growth. Teachers and staff actively engage in reflective practices, data analysis, and shared decision-making to improve instructional practices and student achievement, which ensures the commitment to a culture of collaboration and shared responsibility. Effective use of data-driven discussions are used to inform instructional decisions. Regular PLC meetings provide a platform for educators to address challenges and celebrate successes.

Jefferson School District prioritizes providing diverse professional learning opportunities to empower educators and strengthen instructional practices. These opportunities encompass workshops, conferences, and online courses that align with district goals and individual teacher needs. A variety of professional development options cater to different learning preferences. Regular needs assessments help tailor professional learning opportunities to educators' specific requirements. The integration of technology is used to facilitate continuous learning and development.

The partnership with McRel International has been a cornerstone in enhancing instructional leadership and fostering a data-informed culture within the district. McRel's research-based frameworks provide valuable insights that guide decision-making at both the school and district levels. McRel International provides access to high-quality research and resources that inform instructional practices. Professional development sessions conducted by a McRel expert (Cheryl Abla) contribute to the capacity-building of educators and administrators. The district utilizes integration of McRel frameworks into the district's strategic planning and continuous improvement processes.

Jefferson School District's commitment to professional development through GLAD strategies, the PLC process, professional learning opportunities, and collaboration with McRel International is commendable. By leveraging these insights, the district can further enhance its professional development initiatives and contribute to the overall success of both educators and students.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4		10

Tom Hawkins Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

TOM HAWKINS ELEMENTARY SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Tom Hawkins Elementary School
Street	475 Darlene Lane
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 839-2380
Principal	Fiona Bessette
Email Address	fbessette@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Domain/96
Grade Span	TK-8
County-District-School (CDS) Code	39-68544-6117618

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal Message:

Tom Hawkins Elementary School is a transitional kindergarten through eighth-grade school within the Jefferson School District. Our school is a unique learning community where teachers, parents, students, and administrators enjoy the mutual respect and care essential to positive growth and learning. Our school is a place where students not only feel cared for and safe, but academically challenged as well. We have the unique opportunity of having Hawkins graduates return to our campus as staff members. Hawkins students are known to excel in academic, athletic, and leadership programs when they enter high school.

2024-25 School Description and Mission Statement

We encourage our students to pursue all areas of their development including art, music, leadership, character and athletics. Our professional staff is committed to high academic and behavioral standards, assisting students in reaching their goals, and ongoing staff development to enrich their teaching expertise and research-based repertoire of teaching practices. We are committed to ensuring all of our students are college and career ready and armed with 21st-century skills by infusing technology and digital literacy in all of our classrooms. Our students and staff benefit from 1:1 Chromebooks and are very proficient in the Google suite of apps. Students receive weekly social-emotional learning instruction using a research-based curriculum called Second Step. The program fosters students' emotional intelligence, empathy, and problem-solving skills. Students practice building social-emotional skills—like nurturing positive relationships, managing emotions, and setting goals. In an effort to promote collective responsibility, the entire teaching staff is responsible for this instruction. We utilize a Positive Behavior Interventions and Support (PBIS) system with our BARK (Behavior, Attitude, Responsibility, and Kindness) pillars. Students can earn Husky Bucks as a reward for demonstrating BARK pillars and they get to spend their earnings at our Husky Bucks Store. Our students learn how to play together in a fair and responsible manner through our Peaceful Playground recess system. These programs support our school discipline philosophy that behaviors are skills. Like any other skill, the best way to change behavior skills is through mutual respect, instruction, clear expectations, and practice.

What makes Hawkins a unique educational experience is the focus on student-centered events. It is our belief that school should foster the passion of students in multiple disciplines beyond academia. On the first day of school, the staff greets students with a red-carpet welcome. There are many student events throughout the year, such as Walk/Bike to School Day, Ruby Bridges Walt to School Day, Day of the Writer, Spelling Bee, Trades and Career Day, Fun Run/Color Run, Jump Rope for Heart, Halloween Parade, Red Ribbon Week, Great Kindness Challenge, talent show, Read Across America, and College Week. We greatly value writing, science, art, music, leadership and athletics. A unique offering at Hawkins is the opportunity for our middle school students to become Teacher Assistants in our primary classrooms. The older students learn the skills of being a leader and a role model while giving back to their school community by supporting the youngest of learners.

Tom Hawkins Associated Student Body (ASB) works collaboratively with teacher leaders to organize events and make decisions to create a welcoming and engaging environment for all students. ASB holds biweekly meetings to make decisions about upcoming events, manage the ASB budget and develop comprehensive plans for all events such as school dances, Fun Friday, college week and rally and sprit days throughout the year. Tom Hawkins also has an after school athletic program. We are excited to offer cross country, volleyball, basketball, flag football and track and field this year. The teams are created by grade level and staff and parents volunteer to coach the teams. Tom Hawkins has a wonderful music program. Students in K-3 grade attend weekly music theory class. Our 4th grade students learn to play recorders and we have 5-8 grade instrumental music classes who learn how to play a variety of musical selections and perform in evening events for friends and family. Tom Hawkins also began its first Theater Project. Students auditioned for performance roles and worked collaboratively to manage all the behind the scenes responsibilities. Students and staff attended daytime assemblies while families came to enjoy evening performances. Students at Tom Hawkins School develop the knowledge,skills, relationships and character necessary to be successful beyond their school years, and they leave our school community prepared to be lifelong learners.

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	214
Grade 1	68
Grade 2	84
Grade 3	87
Grade 4	96
Grade 5	83
Grade 6	103
Grade 7	87
Grade 8	96
Total Enrollment	918

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	1.4
Asian	28.9
Black or African American	5.6
Filipino	2.9
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.8
White	18.6
English Learners	18.5
Foster Youth	0.5
Homeless	2.3
Socioeconomically Disadvantaged	38.2
Students with Disabilities	13

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.40	81.97	86.30	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	6.45	4.50	4.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	8.58	7.10	6.99	11953.10	4.28
Unknown/Incomplete/NA	0.90	2.94	3.70	3.68	15831.90	5.67
Total Teaching Positions	31.00	100.00	102.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.90	77.98	85.10	75.35	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.00	5.00	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	9.00	15.00	13.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	6.99	4.80	4.29	11746.90	4.23
Unknown/Incomplete/NA	0.90	2.97	2.90	2.65	14303.80	5.15
Total Teaching Positions	33.30	100.00	113.00	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	0.00	0
Misassignments	0.00	0.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	0
Local Assignment Options	3.40	1.60	2.3
Total Out-of-Field Teachers	4.40	2.60	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	9.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) - 05/2017 California Wonders, McGraw Hill (K-5) - 05/2017 SpringBoard - California Ed., College Board (6-8) - 05/2017	Yes	0%
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	Yes	0%
Science	STEMscopes Early Explorer, Accelerate Learning (TK) - 04/2021	Yes	0%

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

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

School Facility Conditions and Planned Improvements

Hawkins Elementary School began as a portable campus, and the permanent campus opened in the fall of 2002. The campus has a large athletic gym that serves as the cafeteria and multi-purpose room. The main campus contains an updated library. We continue to purchase books and resources for the library to further enhance student learning and encourage a lifelong love of reading. Our focus has been on expanding our Young Adult and Primary sections and have quickly filled the new bookcases that were built. The campus has grown in size throughout the years. Construction of 10 additional classrooms for sixth, seventh and eighth graders was completed in August 2005. Students and staff help keep the campus clean and litter-free. The Associated Student Body Officers also lead campus wide recycling each week. Three full time custodians take great pride in maintaining organized, clean and safe facilities. There are three play yards on campus: kindergarten, primary and upper. A new playground structure on the primary play yard was installed in July 2017. Colorful stenciled and painted games fill the Primary blacktop as part of the implementation of a recess program called Peaceful Playground. The Peaceful Playground program was implemented in August of 2016 and has greatly improved the quantity and diversity of games being played on the playground, as well as greatly reduced playground discipline. We continue to add playground equipment to ensure students will have multiple options for activity. Each playground is well supervised during recess and lunch. Six campus aides supervise students during lunchtime. Although some students are bused to and from school, this is a neighborhood school. Most students walk, ride their bikes or are driven to school by their parents utilizing two car lines in the front of the school. During the 2012-13 school year, Measure J bond money allowed for the construction of a track and field for all students to use during their physical education classes and recess time. Measure J also provided funding to improve campus lighting, interior courtyard modernization, a gym divider, grades 6-8's courtyard development and two shade structures for student use. In the summer of 2017, character trait banners were installed on flagpoles to highlight the focus traits. The administrative office, staff workroom, and faculty lounge were modernized in 2019. The entire campus phone system was modernized in 2020.

Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities comply with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure all classrooms, restrooms and facilities are well maintained and in good repair. Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to increase training and minimize workplace accidents, injuries and illnesses. By making safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at Jefferson School District. With the onset of COVID-19, the campus has added hospital grade filters in every classroom and common spaces and has implemented meticulous cleaning and disinfecting protocols to prevent the transmission of the virus. Staff members receive yearly training for EpiPen use, diabetes, mandated reporting, sexual harassment, and bullying prevention along with emergency response procedure training.

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

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		The report notes that the age and condition of the portables adjacent to the main campus are causing the low rating. The vast majority of these portables are unoccupied and due to be updated.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	51	60	60	46	47
Mathematics (grades 3-8 and 11)	40	40	52	54	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	581	575	98.97	1.03	51.13
Female	282	279	98.94	1.06	56.63
Male	298	295	98.99	1.01	46.10
American Indian or Alaska Native	--	--	--	--	--
Asian	152	151	99.34	0.66	70.20
Black or African American	38	38	100.00	0.00	18.42
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	211	207	98.10	1.90	41.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	60.53
White	121	121	100.00	0.00	52.07
English Learners	83	81	97.59	2.41	18.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	252	99.21	0.79	37.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	77	96.25	3.75	6.49

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	581	575	98.97	1.03	40.00
Female	282	279	98.94	1.06	36.92
Male	298	295	98.99	1.01	43.05
American Indian or Alaska Native	--	--	--	--	--
Asian	152	151	99.34	0.66	60.93
Black or African American	38	38	100.00	0.00	21.05
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	211	207	98.10	1.90	25.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	44.74
White	121	121	100.00	0.00	41.32
English Learners	83	81	97.59	2.41	17.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	252	99.21	0.79	27.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	77	96.25	3.75	11.69

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.46	39.68	44.52	50.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	189	98.44	1.56	39.68
Female	89	87	97.75	2.25	40.23
Male	102	101	99.02	0.98	39.60
American Indian or Alaska Native	--	--	--	--	--
Asian	51	50	98.04	1.96	62.00
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	69	67	97.10	2.90	31.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	43	43	100.00	0.00	37.21
English Learners	20	19	95.00	5.00	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	89	100.00	0.00	24.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	14.81

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.2	98	99.7	97.7	97.7
Grade 7	98.2	98.2	98.5	98.8	98.2

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parents are encouraged to take active roles in the educational process by participating in various committees such as the School Site Council, Hawkins Parent Faculty Club, the English Learner Advisory Committee and the district Parent Advisory Committee. Parents are invited to be involved in the following ways by attending: monthly board meetings, parent conferences, back-to-school night and open house. Parents are also encouraged to volunteer in the classroom, join the after school homework help for K-3 students, help teachers with prep work in the office and at school wide activities. In order to inform parents about these opportunities a Parent Volunteer Information Night is held annually and a local fingerprinting company is on site to help parents with completing the required background check. This year the Hawkins Parent Faculty Club provided the fingerprinting at no cost to the families. Our goal at Hawkins is to provide parents with a myriad of opportunities to be a vital component of the instructional process and school community. The parent community is kept informed of school events and activities through a weekly newsletter, a school website, Parent Square messages, Facebook pages, a digital marquee, and the Hawkins Parent Faculty Club Facebook page.

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1012	986	154	15.6
Female	482	473	75	15.9
Male	529	513	79	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	13	5	38.5
Asian	303	293	37	12.6
Black or African American	59	59	23	39.0
Filipino	30	30	2	6.7
Hispanic or Latino	348	340	61	17.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	12	24.0
White	183	177	11	6.2
English Learners	196	190	34	17.9
Foster Youth	--	--	--	--
Homeless	26	25	8	32.0
Socioeconomically Disadvantaged	427	414	88	21.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	151	146	37	25.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.34	2.41	3.66	2.38	2.87	2.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.66	0.00
Female	2.28	0.00
Male	4.91	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.98	0.00
Black or African American	11.86	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	2.73	0.00
English Learners	4.08	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	4.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Tom Hawkins School maintains a School Safety Plan, which is updated annually by the School Safety Committee. The Safety Committee is comprised of administrators, certificated staff, classified staff, parents, and local law enforcement. Safety procedures and routines are reviewed with staff, students, and parents in the first month of school each year and updated as

2024-25 School Safety Plan

needed with current information throughout the year. Key elements of the plan include providing for the safety and welfare of its students and staff, especially in a disaster. The goal is to work cooperatively with other community agencies to prepare for and effectively deal with disaster situations in our community. Tom Hawkins School holds practice drills monthly to ensure all staff, students, and parents know the necessary procedures to follow should a disaster or emergency arise. These drills include Fire Drills, Shelter In Place Drills, Lockdown Drills, Reverse Evacuations Drills, and Earthquake Drills. The staff reviews the success of the safety drills and provides input to ensure each drill is successful.

The Safety Committee meets to update and revise the School Safety Plan multiple times annually. They provide feedback on the Safety Plan and help ensure that all staff members have the necessary materials in the event of an emergency. Emergency backpacks are inventoried and updated each year. Tom Hawkins School also works with the local Fire Marshal to ensure that the school site meets all requirements of school safety. The Jefferson School District Board will approve the current Safety Plan of Trustees on February 11, 2025. The plan was last reviewed in January 2025.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	25		24	
2	25		24	
3	25		21	
4	28		21	
5	28		20	1
6	25	4	13	1
Other	9	13		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	23		21	
2	28		21	
3	27		18	
4	31		18	
5	19	8	21	
6	29		20	
Other	14	12		1

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,754	$3,241	$7,513	$84,741.51
District	N/A	N/A	$10,526	$86,409
Percent Difference - School Site and District	N/A	N/A	-33.4	-1.9
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-35.6	-10.5

Fiscal Year 2023-24 Types of Services Funded

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

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,107	$57,839
Mid-Range Teacher Salary	$83,347	$90,040
Highest Teacher Salary	$108,872	$118,647
Average Principal Salary (Elementary)	$137,910	$144,639
Average Principal Salary (Middle)	$137,910	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$199,709	$229,986
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Jefferson School District is known for its commitment to enhancing teacher effectiveness and student learning outcomes. GLAD strategies are an integral part of the Jefferson School District's instructional framework, fostering language acquisition and academic success. The district's commitment to implementing GLAD strategies aligns with research-based practices for language development and provides a foundation for creating language-rich classrooms. Teachers demonstrate a strong understanding and application of GLAD strategies in diverse classrooms. Continuous training and support for educators ensure the sustained implementation of GLAD strategies, which provides a positive impact observed on student engagement and language acquisition.

The PLC process at Jefferson School District serves as a catalyst for collaborative learning and professional growth. Teachers and staff actively engage in reflective practices, data analysis, and shared decision-making to improve instructional practices and student achievement, which ensures the commitment to a culture of collaboration and shared responsibility. Effective use of data-driven discussions are used to inform instructional decisions. Regular PLC meetings provide a platform for educators to address challenges and celebrate successes.

Jefferson School District prioritizes providing diverse professional learning opportunities to empower educators and strengthen instructional practices. These opportunities encompass workshops, conferences, and online courses that align with district goals and individual teacher needs. A variety of professional development options cater to different learning preferences. Regular needs assessments help tailor professional learning opportunities to educators' specific requirements. The integration of technology is used to facilitate continuous learning and development.

The partnership with McRel International has been a cornerstone in enhancing instructional leadership and fostering a data-informed culture within the district. McRel's research-based frameworks provide valuable insights that guide decision-making at both the school and district levels. McRel International provides access to high-quality research and resources that inform instructional practices. Professional development sessions conducted by a McRel expert (Cheryl Abla) contribute to the capacity-building of educators and administrators. The district utilizes integration of McRel frameworks into the district's strategic planning and continuous improvement processes.

Jefferson School District's commitment to professional development through GLAD strategies, the PLC process, professional learning opportunities, and collaboration with McRel International is commendable. By leveraging these insights, the district can further enhance its professional development initiatives and contribute to the overall success of both educators and students.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4		10

Anthony C. Traina Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Anthony C. Traina Elementary School
Street	4256 Windsong Drive
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 839-2379
Principal	Nico Sandoval
Email Address	nisandoval@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Page/832
Grade Span	K-8
County-District-School (CDS) Code	39-68544-0105718

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal's Message
Anthony Traina Elementary School is a transitional kindergarten through eighth grade (TK-8) public school in the Jefferson School District in Tracy, California with a Pre-school Special Day Class also on campus. The school staff, parents and community have made academic achievement and a socially and emotionally safe environment the focus of our instructional program. We believe that all students can learn at high levels, and that we need to work interdependently to achieve that mission. We have adopted the Common Core State Standards. We are continually training our staff on new instructional strategies and updating curriculum.

2024-25 School Description and Mission Statement

The staff is committed to developing together as a Professional Learning Community (PLC). Teachers work with PLCs weekly throughout the year. Most recently, the staff has been incorporating strategies from McRel International. The dedication of the staff in developing these collaborative practices will help ensure the quality of learning for every Traina student. Additionally, a support system is in place to address student academic, behavioral or attendance concerns. We have an intervention program that supports students who are not reading at grade level and works with students who are struggling with English Language Arts (ELA) content. We also have after-school programs designed to help at-promise students. Moreover, we have a variety of enrichment opportunities for students that includes: STEAM activities, Math Olympiad, and more.

The goals for the school year include creating an engaging classroom, continuous improvement in the PLC process, increasing state test scores, and creating opportunities for students to share their interests and talents. Districtwide we are focused on the social/emotional well-being of all members of the learning community. We recognize students daily with Tiger Tickets and trimester ACE awards. Tiger Tickets are earned through positive behaviors in the classroom and on campus. The Positive Behavioral Intervention and Supports (PBIS) team opened the highly successful Tiger Store which is filled with prizes and a place where students can spend their tickets on prizes. We have also adopted Second Step, a Social, Emotional, Learning (SEL) curriculum site-wide. Additionally, the PBIS team is working with staff and leadership on SEL and behavioral instruction. Parents are encouraged to volunteer on campus and to be involved in the school governance system.

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

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

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

We embrace the Tiger Values of:
* Show Respect
* Make Good Choices
* Solve the Problem

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	70
Grade 2	87
Grade 3	94
Grade 4	96
Grade 5	90
Grade 6	100
Grade 7	89
Grade 8	97
Total Enrollment	805

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.5
Asian	29.2
Black or African American	5.3
Filipino	6.7
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.7
White	14.3
English Learners	17.9
Homeless	2.4
Socioeconomically Disadvantaged	41.4
Students with Disabilities	4

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.70	86.84	86.30	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.13	4.50	4.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	7.56	7.10	6.99	11953.10	4.28
Unknown/Incomplete/NA	0.70	2.44	3.70	3.68	15831.90	5.67
Total Teaching Positions	31.90	100.00	102.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	77.04	85.10	75.35	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	5.80	5.00	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	14.49	15.00	13.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	2.64	4.80	4.29	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	2.90	2.65	14303.80	5.15
Total Teaching Positions	34.50	100.00	113.00	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	3.6
Misassignments	0.00	0.00	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60	0
Local Assignment Options	3.00	1.70	0.9
Total Out-of-Field Teachers	3.00	2.40	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) - 05/2017 California Wonders, McGraw Hill (K-5) - 05/2017 SpringBoard - California Ed., College Board (6-8) - 05/2017	Yes	0%
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	Yes	0%

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

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

School Facility Conditions and Planned Improvements

Traina School was built in 2006. The campus consists of an administration/kindergarten building; library; cafeteria/multipurpose room; 16 portables, including one being used as a science lab; Classrooms are located in one of three wings, with the exception of music and physical education (PE). We use the Band Room at the back of the gym for music and band for grades 3-8, while the backstage area of the multipurpose room is for K-2 music. PE uses portables for classroom work and the outdoors and gym for the majority of their activities. Each wing has its own interior student work area and restroom facilities. Directly east and located on our 14 acres are our district offices and Tender Loving Care day care. Bordering the school to the north are neighborhood homes. To the south is Whispering Wind Drive, and immediately west is Windsong Drive. Upon arriving at school, students report to class as soon as the gates open at 8 a.m. Nobody but students and staff is allowed on campus. Staff is present and visible each morning to greet students on campus and in the classroom. During the instructional day, exterior classroom doors remain locked for student and staff safety. All visitors on campus are required to check in at the office (when we allow guests in normal years), using our ident-a-kid program and wear a visitor's badge. A parent or guardian must sign students out when leaving the campus early. At the conclusion of the instructional day, each teacher of grades TK-5 walks their students out to the front of the school for pickup. Students may leave the campus by whatever means permitted in writing by their parents or guardians. TK-5 teachers supervise their students until they are picked up, or they deposit them in the office in the event a parent is running late. No student may leave the campus with an unauthorized person. Students in grades 6-8 are released at the end of the day, and the teachers follow them out to the front of the school to ensure they depart campus safely. The principal or vice principal and staff members monitor traffic to ensure the safety of students.

All aspects of the campus are in excellent working order and free of debris. Three full-time custodians were hired to maintain the campus and facilities. The entire site is 14 acres. Approximately 6 acres comprise our former temporary campus, which is now three PE classrooms, a science lab, Tender Loving Care day care and our district offices. Students have a blacktop area with basketball hoops, four square, wall ball, kickball and tetherball. The playground structure and play area is quite large, having many activities of interest for students ages 5 and older. The kindergartners have their own fenced-in play yard near their classrooms, which is used for recess and TK lunch recess. Anthony Traina School also has a large grass play field. During the summer and fall of 2012, shade structures were added to the blacktop area near the outdoor stage and the kindergarten play area. In addition to the blacktop shade area, Traina now also has 20 picnic tables for outdoor eating. This year we added a sensory path for students in the D-Wing thanks to a former student working on his Eagle Scout Project. Students can use the indoor sensory course to relax, focus and work on reflex and coordination skills. The student to Chromebook ratio in grades TK-8 is 1:1, which has allowed us to close the computer lab and have students work in their own classrooms with access to the internet and computer activities. Our intervention program has a cart of Chromebooks as well. The entire campus is accessible for students with disabilities. During the 2012-13 school year, construction was completed on a new quarter-mile track that encloses a new field. The Measure J bond funded this new edition. Traina Elementary School students began using this new track and field area in fall of 2013. The new gymnasium, also part of Measure J, opened near the end of the 2015-16 school year and went into full use during 2016-17. The building includes a classroom for our band teacher, an office for our PE department, storage facilities and restrooms.

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

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	53	49	60	60	46	47
Mathematics (grades 3-8 and 11)	46	45	52	54	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	588	578	98.30	1.70	49.39
Female	284	277	97.54	2.46	53.99
Male	304	301	99.01	0.99	45.18
American Indian or Alaska Native	--	--	--	--	--
Asian	182	182	100.00	0.00	62.64
Black or African American	30	30	100.00	0.00	50.00
Filipino	40	40	100.00	0.00	70.00
Hispanic or Latino	205	196	95.61	4.39	31.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	55.00

White	83	82	98.80	1.20	51.22
English Learners	87	81	93.10	6.90	12.35
Foster Youth	0	0	0	0	0
Homeless	13	10	76.92	23.08	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	276	267	96.74	3.26	34.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	16.67

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	589	581	98.64	1.36	44.92
Female	284	281	98.94	1.06	40.57
Male	305	300	98.36	1.64	49.00
American Indian or Alaska Native	--	--	--	--	--
Asian	182	182	100.00	0.00	67.03
Black or African American	30	30	100.00	0.00	36.67
Filipino	40	40	100.00	0.00	55.00
Hispanic or Latino	205	199	97.07	2.93	22.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	39	95.12	4.88	46.15
White	83	83	100.00	0.00	48.19
English Learners	87	85	97.70	2.30	23.53
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	--	--	--	--	--

Socioeconomically Disadvantaged	277	271	97.83	2.17	29.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	29.17

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	45.88	37.04	44.52	50.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	189	98.44	1.56	37.04
Female	89	88	98.88	1.12	32.95
Male	103	101	98.06	1.94	40.59
American Indian or Alaska Native	--	--	--	--	--
Asian	43	42	97.67	2.33	47.62
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	45.00
Hispanic or Latino	76	75	98.68	1.32	21.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	76.92
White	28	28	100.00	0.00	39.29
English Learners	32	32	100.00	0.00	9.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88	1.12	26.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	75.8	94.7	100	95.8	96.8
Grade 7	95.7	96.7	96.7	96.7	96.7

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

The Traina Parent Teacher Association (PTA) supports the students and staff in many supplementary and enriching activities. The PTA has an active social media presence and works closely with the school staff to create activities that enhances the school culture. This year, Traina's PTA worked with school administration to bring back the "Color Run" for the first time since COVID/2020. Families and staff who are interested in joining or getting regular updates can visit their Facebook page at https://www.facebook.com/TrainaPTA.

Traina families are also informed of school events and activities by visiting the school's website at www.jeffersonschooldistrict.com, or reading the weekly newsletter published by the school principal. Teachers also message families through fliers, bulletins, or the ParentSquare school-to-home communication system. Traina Elementary also has a marquee installed in front of the school that is updated regularly to inform and remind parents of the various school-based activities. Parents and guardians are encouraged, and invited to get involved in the educational experience of their children. The Traina PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), Back to School Night, Open House, Tiger Store, Book Fair, classroom performances, and volunteering in their child's classroom are just some of the opportunities available for parents involvement.

For more information on how to become involved, contact the main office at (209) 839-2379.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	912	889	120	13.5
Female	454	442	60	13.6
Male	458	447	60	13.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	303	291	25	8.6
Black or African American	48	48	6	12.5
Filipino	56	55	5	9.1
Hispanic or Latino	309	302	65	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	56	9	16.1
White	118	117	8	6.8
English Learners	181	172	35	20.3
Foster Youth	--	--	--	--
Homeless	21	21	2	9.5
Socioeconomically Disadvantaged	422	414	71	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	48	7	14.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.47	5.19	1.86	2.38	2.87	2.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.86	0.00
Female	0.88	0.00
Male	2.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.66	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.75	0.00
White	0.85	0.00
English Learners	1.66	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	2.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

2024-25 School Safety Plan

for the final approval.

An emergency-plan flip chart is displayed in each classroom. The flip chart includes the following disaster topics: General Information, Power Outage/Black Out, Fallen Aircraft, Earthquake, Child Abduction/Suspected Child Abduction, Hostage Situation, Threat of Violence/Active Shooter, Flood Preparedness, Shelter in Place, School Lockdown, Intruder on School Grounds, Run, Hide, Fight, Fire on School Grounds, and Explosion/Bomb Threat/Chemical Accident. A comprehensive school safety plan is on file at the school site and shared with staff members. It is reviewed and revised by School Site Council each year. In prior years, COVID safety protocols were added and communicated with staff and families.

There is a policy for visitors to enter the campus. Additionally, students and staff participate in regular safety drills throughout the year as part of a preparedness strategy for safety purposes.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	24		24	
2	24		24	
3	25		28	
4	28		21	
5	25	4	18	1
6	29	2	15	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	23		21	
2	22		28	
3	24		24	
4	32		18	
5	29	1	21	
6	30	4	1	12

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,466	$3,241	$9,466	$82,329.09
District	N/A	N/A	$10,526	$86,409
Percent Difference - School Site and District	N/A	N/A	-10.6	-4.8
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-12.9	-13.4

Fiscal Year 2023-24 Types of Services Funded

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

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,107	$57,839
Mid-Range Teacher Salary	$83,347	$90,040
Highest Teacher Salary	$108,872	$118,647
Average Principal Salary (Elementary)	$137,910	$144,639
Average Principal Salary (Middle)	$137,910	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$199,709	$229,986
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Jefferson School District is known for its commitment to enhancing teacher effectiveness and student learning outcomes. GLAD strategies are an integral part of the Jefferson School District's instructional framework, fostering language acquisition and academic success. The district's commitment to implementing GLAD strategies aligns with research-based practices for language development and provides a foundation for creating language-rich classrooms. Teachers demonstrate a strong understanding and application of GLAD strategies in diverse classrooms. Continuous training and support for educators ensure the sustained implementation of GLAD strategies, which provides a positive impact observed on student engagement and language acquisition.

The PLC process at Jefferson School District serves as a catalyst for collaborative learning and professional growth. Teachers and staff actively engage in reflective practices, data analysis, and shared decision-making to improve instructional practices and student achievement, which ensures the commitment to a culture of collaboration and shared responsibility. Effective use of data-driven discussions are used to inform instructional decisions. Regular PLC meetings provide a platform for educators to address challenges and celebrate successes.

Jefferson School District prioritizes providing diverse professional learning opportunities to empower educators and strengthen instructional practices. These opportunities encompass workshops, conferences, and online courses that align with district goals and individual teacher needs. A variety of professional development options cater to different learning preferences. Regular needs assessments help tailor professional learning opportunities to educators' specific requirements. The integration of technology is used to facilitate continuous learning and development.

The partnership with McRel International has been a cornerstone in enhancing instructional leadership and fostering a data-informed culture within the district. McRel's research-based frameworks provide valuable insights that guide decision-making at both the school and district levels. McRel International provides access to high-quality research and resources that inform instructional practices. Professional development sessions conducted by a McRel expert (Cheryl Abla) contribute to the capacity-building of educators and administrators. The district utilizes integration of McRel frameworks into the district's strategic planning and continuous improvement processes.

Jefferson School District's commitment to professional development through GLAD strategies, the PLC process, professional learning opportunities, and collaboration with McRel International is commendable. By leveraging these insights, the district can further enhance its professional development initiatives and contribute to the overall success of both educators and students.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4		10

Corral Hollow Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Corral Hollow Elementary School
Street	7000 Coriander Street
City, State, Zip	Tracy, CA, 95377
Phone Number	209-650-2885
Principal	Heather Copeland
Email Address	hecopeland@jsdtracy.com
School Website	
Grade Span	TK-8
County-District-School (CDS) Code	39 68544 0142323

2024-25 District Contact Information

District Name	Jefferson School District
Phone Number	209-836-3388
Superintendent	James W. Bridges, Ed.D.
Email Address	superintendent@jsdtracy.com
District Website	https://www.jeffersonschooldistrict.com/jeffersonsd

2024-25 School Description and Mission Statement

Corral Hollow Elementary School is a TK-8 campus within the Jefferson School District. Opened in August 2024, the school is currently in its inaugural year during the 2024-2025 school year.

Mission Statement: Corral Hollow Elementary School is dedicated to providing a safe, inclusive environment where students thrive academically, socially, and emotionally. We empower students to become critical thinkers who actively pursue and achieve their full potential.

2024-25 School Description and Mission Statement

Vision Statement: At Corral Hollow Elementary School, we are committed to cultivating a community of lifelong learners who contribute positively to society. We aim to equip students with the skills needed to thrive in an ever-changing world, while nurturing empathy, creativity, resilience, and a deep appreciation for diversity.

The school boasts state-of-the-art facilities, including modern classrooms, a bright and spacious library and media center, a science lab, a band room, and a multi-purpose room with a gymnasium and performance stage. Students are equipped with district-issued Chromebooks for 1:1 learning.

Corral Hollow Elementary School implements the Positive Behavior Interventions and Support (PBIS) system, with our Colt P.R.I.D.E. pillars: Prepared, Responsible, Independent, Diligent, and Empathetic. Students can earn Colts Cash as a reward for demonstrating these pillars, which they can spend at our Colts Cash Store.

The Associated Student Body (ASB) provides students with the opportunity to work alongside teacher leaders to foster school spirit and contribute to a welcoming campus environment. ASB students organize school spirit days, dances, pep rallies, and College Week events.

All TK-4 students participate in weekly music classes, while students in grades 5-8 have the opportunity to join the school band. Band students showcase their talents through concerts and band competitions.

In addition to academics, Corral Hollow Elementary School offers a variety of extracurricular activities. The school's athletics program includes volleyball, cross country, basketball, soccer, flag football, and track. Furthermore, the school offers enrichment activities such as Science Olympiad, Math Olympiad, and other STEAM programs.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

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

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) - 05/2017 California Wonders, McGraw Hill (K-5) - 05/2017 SpringBoard - California Ed., College Board (6-8) - 05/2017	Yes	0
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	Yes	0
Science	STEMscopes Early Explorer, Accelerate Learning (TK) - 04/2021	Yes	0

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

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)						

2023-24 CAASPP Test Results in Science by Student Group

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

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

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parental involvement and support are key components to the success of Corral Hollow Elementary School. There are many ways for families to partner with the school community. Families can join the newly established Corral Hollow Parent Faculty Association (CHPFA), formed in December 2024. The CHPFA plans to partner with the school community to promote open communication, support educational programs, organize beneficial events, and raise funds to enhance school initiatives. Additionally, parents and guardians can become involved with the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Advisory Committee (PAC). With proper clearance, parents and guardians are also welcome to volunteer on campus.

Corral Hollow Elementary School sends out a weekly family newsletter via ParentSquare, featuring upcoming school events, activities, and other important updates. The school also maintains a digital marquee outside to notify the community of upcoming events and important announcements.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate									
Graduation Rate									

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Corral Hollow Elementary School maintains a Comprehensive School Safety Plan (CSSP), which is a living document. The plan is reviewed annually by staff at the beginning of each school year and includes policies and procedures for a variety of emergencies to ensure the safety of students and staff. It was last reviewed with faculty and staff in August 2024.

As required by the District, the school conducts monthly emergency drills with all students and staff present on campus. Drills include fire, earthquake, lockdown, shelter-in-place, and reverse evacuation drills. Following each drill, the team debriefs and

2024-25 School Safety Plan

adjusts the safety plan as needed.

Each classroom has an emergency procedures guide posted near the door, outlining protocols for emergencies such as fallen aircraft, floods, fires, missing students, campus shootings, earthquakes, bomb threats, explosions, chemical accidents, and lockdowns. Emergency backpacks with first aid supplies and contact information are also provided.

The CSSP is reviewed annually by the School Site Safety Committee. It was last updated, reviewed, and discussed with the School Site Safety Committee/School Site Council in January 2025.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$86,409
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,107	$57,839
Mid-Range Teacher Salary	$83,347	$90,040
Highest Teacher Salary	$108,872	$118,647
Average Principal Salary (Elementary)	$137,910	$144,639
Average Principal Salary (Middle)	$137,910	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$199,709	$229,986
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Jefferson School District is known for its commitment to enhancing teacher effectiveness and student learning outcomes. GLAD strategies are an integral part of the Jefferson School District's instructional framework, fostering language acquisition and academic success. The district's commitment to implementing GLAD strategies aligns with research-based practices for language development and provides a foundation for creating language-rich classrooms. Teachers demonstrate a strong understanding and application of GLAD strategies in diverse classrooms. Continuous training and support for educators ensure the sustained implementation of GLAD strategies, which provides a positive impact observed on student engagement and

Professional Development

language acquisition.

The PLC process at Jefferson School District serves as a catalyst for collaborative learning and professional growth. Teachers and staff actively engage in reflective practices, data analysis, and shared decision-making to improve instructional practices and student achievement, which ensures the commitment to a culture of collaboration and shared responsibility. Effective use of data-driven discussions are used to inform instructional decisions. Regular PLC meetings provide a platform for educators to address challenges and celebrate successes.

Jefferson School District prioritizes providing diverse professional learning opportunities to empower educators and strengthen instructional practices. These opportunities encompass workshops, conferences, and online courses that align with district goals and individual teacher needs. A variety of professional development options cater to different learning preferences. Regular needs assessments help tailor professional learning opportunities to educators' specific requirements. The integration of technology is used to facilitate continuous learning and development.

The partnership with McRel International has been a cornerstone in enhancing instructional leadership and fostering a data-informed culture within the district. McRel's research-based frameworks provide valuable insights that guide decision-making at both the school and district levels. McRel International provides access to high-quality research and resources that inform instructional practices. Professional development sessions conducted by a McRel expert (Cheryl Abla) contribute to the capacity-building of educators and administrators. The district utilizes integration of McRel frameworks into the district's strategic planning and continuous improvement processes.

Jefferson School District's commitment to professional development through GLAD strategies, the PLC process, professional learning opportunities, and collaboration with McRel International is commendable. By leveraging these insights, the district can further enhance its professional development initiatives and contribute to the overall success of both educators and students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			10