

Anthony C. Traina Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | 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 | Ken Silman |
| Email Address | ksilman@jsdtracy.com |
| Website | www.jeffersonschooldistrict.com/traina |
| County-District-School (CDS) Code | 39-68544-0105718 |

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

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Anthony Traina Elementary School is a transitional kindergarten through eighth grade (TK-8) public school in the Jefferson School District in Tracy, California. The school staff, parents and community have made academic achievement and a socially and emotionally safe environment the focus of our instructional program. We believe that all students can learn at high levels, and that we need to work interdependently to achieve that mission. We have adopted the Common Core State Standards. Traina School has also provided nearly all the teachers of grades TK-8 professional development with Project GLAD training. This has created an increase in student engagement as well as student use of academic vocabulary in classroom discussions and writings. We are constantly training our employees on new instructional strategies and updating curriculum.

The staff is currently developing together as a Professional Learning Community (PLC), having sent approximately 90 percent of our teachers to a Solution Tree summer institute. The dedication of the staff to developing in these collaborative practices will help ensure the quality of learning for every Traina student. The teaching staff has training in several classroom interventions strategies. Additionally, a support system is in place to address student academic, behavioral or attendance concerns. We have an intervention program that supports students who are not reading at grade level and works with students who are struggling with the English language arts (ELA) content. We also have after-school intervention programs designed to help at-risk students. Utilizing these programs, the school has significantly increased the graduation rate and success of the students.

The goals for the 2019-20 school year are similar to the past few years, including taking the next steps in our PLC process and increasing state test scores, while maintaining our passion for serving the whole child. At Traina, we recognize students daily with Tiger Tickets, monthly through Principal's Lunch, and every trimester with the ACE awards. The Positive Behavioral Intervention and Supports (PBIS) team opened the highly successful Tiger Store, where students can spend their Tiger Tickets, which are earned for positive behavior, on prizes. We have also adopted SEL (Social Emotional Learning) curriculum site-wide, and the PBIS team is working with staff and leadership on SEL and behavioral instruction. Parents are encouraged to volunteer in their child's classroom and be involved in the school governance system.

School Mission Statement

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

School Vision Statement

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

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

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)

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 86 |
| Grade 1 | 81 |
| Grade 2 | 73 |
| Grade 3 | 72 |
| Grade 4 | 77 |
| Grade 5 | 84 |
| Grade 6 | 96 |
| Grade 7 | 96 |
| Grade 8 | 99 |
| Total Enrollment | 764 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.7 |
| American Indian or Alaska Native | 0.4 |
| Asian | 16 |
| Filipino | 7.1 |
| Hispanic or Latino | 38.2 |
| Native Hawaiian or Pacific Islander | 1.8 |
| White | 23.7 |
| Two or More Races | 5.8 |
| Socioeconomically Disadvantaged | 40.6 |
| English Learners | 16.1 |
| Students with Disabilities | 10.1 |
| Foster Youth | 0.3 |
| Homeless | 0.7 |

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 33.7 | 35.2 | 34.2 | 98.8 |
| Without Full Credential | 1 | 0 | 1 | 10 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/10/2020

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

1. These decisions are made before beginning the process:
 - Discuss critical issues with administrators and curriculum representatives
 - Determine issues unique to district needs
 - Needs assessment
 - School improvement plans
 - Superintendent direction
 - Board direction
 - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and par-ents.
3. The committee reviews, researches and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screen-ing.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.

6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | World of Wonders, McGraw Hill (TK) 05/2017 California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed., College Board (6-8) 05/2017 | Yes | 0% |
| Mathematics | California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014 | Yes | 0% |
| Science | California Science, Scott Foresman (K-5) 06/2007 California Earth Science, Scott Foresman (6) 06/2007 Focus on Life Science, Glencoe (7) 06/2007 Focus on Physical Science, Glencoe (8) 06/2007 | Yes | 0% |
| History-Social Science | Social Studies Alive!, Teachers' Curriculum Institute (K-5) 06/2018 World History Ancient Civilizations, National Geographic (6) 05/2019 World History Medieval and Early Modern Times, National Geographic (7) 05/2019 US History American Stories Beginnings to World War I, National Geographic (8) 05/2019 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 the cafeteria, where they are supervised. At 8 a.m., the campus is open to students. Staff is present and visible each morning to greet students on campus and in the classroom. During the instructional day, exterior classroom doors remain locked for student and staff safety. All visitors on campus are required to check in at the office, 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 1-8 is 1:1, which has allowed us to close the computer lab and have students work in their own classrooms with access to the internet and computer activities. Kindergarten has 10 Chromebooks available per class, and our intervention program has a cart of Chromebooks as well.

The entire campus is accessible for students with disabilities.

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 7/17/2019

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 53 | 56 | 58 | 58 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 39 | 38 | 45 | 46 | 38 | 39 |

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

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 519 | 511 | 98.46 | 1.54 | 56.16 |
| Male | 263 | 261 | 99.24 | 0.76 | 50.96 |
| Female | 256 | 250 | 97.66 | 2.34 | 61.60 |
| Black or African American | 38 | 38 | 100.00 | 0.00 | 47.37 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 85 | 84 | 98.82 | 1.18 | 71.43 |
| Filipino | 38 | 36 | 94.74 | 5.26 | 69.44 |
| Hispanic or Latino | 201 | 198 | 98.51 | 1.49 | 44.44 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 113 | 111 | 98.23 | 1.77 | 63.06 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 30 | 30 | 100.00 | 0.00 | 60.00 |
| Socioeconomically Disadvantaged | 223 | 219 | 98.21 | 1.79 | 48.86 |
| English Learners | 142 | 139 | 97.89 | 2.11 | 61.15 |
| Students with Disabilities | 52 | 52 | 100.00 | 0.00 | 13.46 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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

Note: 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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 519 | 513 | 98.84 | 1.16 | 37.62 |
| Male | 263 | 262 | 99.62 | 0.38 | 36.26 |
| Female | 256 | 251 | 98.05 | 1.95 | 39.04 |
| Black or African American | 38 | 38 | 100.00 | 0.00 | 18.42 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 85 | 85 | 100.00 | 0.00 | 55.29 |
| Filipino | 38 | 37 | 97.37 | 2.63 | 45.95 |
| Hispanic or Latino | 201 | 198 | 98.51 | 1.49 | 26.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 113 | 111 | 98.23 | 1.77 | 44.14 |
| Two or More Races | 30 | 30 | 100.00 | 0.00 | 50.00 |
| Socioeconomically Disadvantaged | 223 | 221 | 99.10 | 0.90 | 30.77 |
| English Learners | 142 | 141 | 99.30 | 0.70 | 39.72 |
| Students with Disabilities | 52 | 52 | 100.00 | 0.00 | 15.38 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: 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.

Note: 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.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 23.8 | 21.4 | 34.5 |
| 7 | 23.2 | 33.7 | 15.8 |

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

An active Parent Teacher Association (PTA) supports the students and staff in many supplementary and enriching activities. If you would like to become involved in our PTA, please contact the school office, and we will get you in touch with the appropriate contact person. The PTA also has an active Facebook page (<https://www.facebook.com/TrainaPTA/>) where you can get updates about school and PTA activities.

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

For more information on how to become involved with the school, contact school attendance clerks Michelle Zabaldo and Marita Bruno (bilingual) at (209) 839-2379.

In 2019, Traina added a Student and Community Liaison position, designed to help at-risk students advance and work with students, families and the community to improve the education of all students at Traina. The Student and Community Liaison, Alma Morley, can also be reached at (209) 839-2379 or via e-mail at amorley@jsdtracy.com.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 1.7 | 0.7 | 2.6 | 3.3 | 1.7 | 2.5 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

In the 2017-18 school year, a new safety committee was established. The committee includes teachers from different grade levels and the vice principal. The committee remained the same for the 2018-19 school year. They took the 2017-18 plan and updated it in May of 2018 to prepare for 2018-19 and updated it again in May of 2019 for the 2019-20 school year. This allowed the plan to be approved at the start of the year (with minor adjustments). Monthly drills are held, with some in the morning and some in the afternoon, so that students practice in different classes (in the upper grades) and during different periods of the day. A new committee was put in place for the 2019-20 school year, and they are working on the 2020-2021 plan.

An emergency-plan flip chart is displayed in each classroom. The flip chart includes the following disaster topics: fallen aircraft, flood preparedness, fire, student kidnapping or missing child, school campus shooting, earthquakes, hostage crisis on school campus, bomb threats, bomb-threat checklist, explosion or chemical accident, and lockdown.

A comprehensive school safety plan is on file at the school site and emailed to every Traina staff member with district email. It is reviewed and revised as necessary each year by November 30. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 23 | | 3 | | 20 | | 4 | | 22 | | 3 | |
| 1 | 25 | | 3 | | 23 | | 3 | | 20 | | 4 | |
| 2 | 21 | 1 | 2 | | 23 | | 3 | | 24 | | 3 | |
| 3 | 23 | | 4 | | 23 | | 3 | | 24 | | 3 | |
| 4 | 28 | | 3 | | 29 | | 3 | | 28 | | 3 | |
| 5 | 27 | | 3 | | 29 | | 3 | | 27 | | 3 | |
| 6 | 28 | | 3 | | 30 | | 3 | | 26 | | 3 | |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------------|--------------------------|---------------------------|-------------------------|--------------------------|--------------------------|---------------------------|-------------------------|--------------------------|--------------------------|---------------------------|-------------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 31 | | 5 | 1 | 30 | | 6 | | 31 | | 5 | 1 |
| Mathematics | 29 | 1 | 4 | 1 | 30 | | 6 | | 24 | 2 | 6 | |
| Science | 27 | 1 | 6 | | 30 | | 6 | | 32 | | 4 | 2 |
| Social Science | 31 | | 6 | | 30 | | 6 | | 31 | | 5 | 1 |

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | 0.125 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | .20 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | \$6,461 | \$674 | \$5,788 | \$71,668 |
| District | N/A | N/A | \$7,866 | \$76,305.00 |
| Percent Difference - School Site and District | N/A | N/A | -30.4 | -1.6 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | -20.7 | -5.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$43,638 | \$49,378 |
| Mid-Range Teacher Salary | \$70,027 | \$77,190 |
| Highest Teacher Salary | \$90,047 | \$96,607 |
| Average Principal Salary (Elementary) | \$112,879 | \$122,074 |
| Average Principal Salary (Middle) | \$0 | \$126,560 |
| Average Principal Salary (High) | \$0 | \$126,920 |
| Superintendent Salary | \$180,952 | \$189,346 |
| Percent of Budget for Teacher Salaries | 40% | 36% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 2 | 2 |

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