

Anthony C. Traina Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

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

The staff is committed to developing together as a Professional Learning Community (PLC), having sent a high percentage of our teachers to a Solution Tree summer institute. Most recently, the staff has been incorporating strategies from McRel International. The dedication of the staff in developing these collaborative practices will help ensure the quality of learning for every Traina student. Additionally, a support system is in place to address student academic, behavioral or attendance concerns. We have an intervention program that supports students who are not reading at grade level and works with students who are struggling with English Language Arts (ELA) content. We also have after-school intervention programs designed to help at-risk students. Moreover, we have a variety of enrichment opportunities for students that includes: Coding in Java, Math Olympiad, Emerging Leaders Academy, Tech Challenge, and more. We have a Student Community Liaison, who works with students, parents, guardians, and teachers to help those who need a little extra assistance and ensures students have the supplies and tools needed to be successful at school. Utilizing these programs, the school has increased the graduation rate and success of the students.

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

2022-23 School Overview

Step, a Social, Emotional, Learning (SEL) curriculum site-wide. Additionally, the PBIS team is working with staff and leadership on SEL and behavioral instruction. Parents are encouraged to volunteer in their child's classroom and be involved in the school governance system.

School Mission Statement

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

School Vision Statement

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

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

We embrace the TIGERS values of:

Trustworthy
Inclusive
Gratitude
Empathy
Respect
Self-Control

District Mission Statement

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

District Vision Statement

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

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

About this School

2021-22 Student Enrollment by Grade Level

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

2021-22 Student Enrollment by Student Group

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

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

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

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

2021-22 Class Assignments

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

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

1. These decisions are made before beginning the process:

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

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

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

4. The committee establishes consensus on the most important criteria to evaluate during initial screen-ing.

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

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

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

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

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

Year and month in which the data were collected

09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) 05/2017	Yes	0%
	California Wonders, McGraw Hill (K-5) 05/2017		
	SpringBoard - California Ed., College Board (6-8) 05/2017		
Mathematics	California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014	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	Yes	0%
	World History Ancient Civilizations, National Geographic (6) 05/2019		
	World History Medieval and Early Modern Times, National Geographic (7) 05/2019		

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

9/2022

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

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

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

2021-22 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

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

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

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

An emergency-plan flip chart is displayed in each classroom. The flip chart includes the following disaster topics: fallen aircraft, flood preparedness, fire, missing child, school campus incident, earthquakes, hostage crisis, bomb threats, bomb-threat checklist, explosion or chemical accident, and lockdown. A comprehensive school safety plan is on file at the school site and emailed to every Traina staff member with district email. It is reviewed and revised by the staff. In prior years, COVID safety protocols were added. That plan was sent out to the entire staff and made available for families and a summary was e-mailed to families. There is also a policy for visitors to enter the campus. Additionally, students and staff participate in regular drills as part of a preparedness strategy for safety purposes.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

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

2021-22 Types of Services Funded

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

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

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

JSD encourages staff to attend outside conferences and workshops to further their education and stay current on recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring and coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. PD goals include training and support to plan rigorous lessons and monitoring student achievement and providing interventions when necessary, through the PLC progress. Several paid summer workshops were made available to teachers in the past.

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

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

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