

Tom Hawkins Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 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	www.jeffersonschooldistrict.com

2023-24 School Description and Mission Statement

Principal Message:

Tom Hawkins Elementary School is a 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. 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, Day of the Writer, Spelling Bee, Fund Run, Jump Rope for Heart, Halloween Parade, Red Ribbon Week, Great Kindness Challenge, talent show, Read Across America, and College Week. We greatly value writing, science, art, music, leadership and athletics. 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.

2023-24 School Description and Mission Statement

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, college week and rally and spirit days throughout the year. Tom Hawkins also has an after school athletic program. We are excited to offer cross country, volleyball and basketball this year. The teams are created by grade level and staff and parents volunteer to coach the teams. Tom Hawkins also 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.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	75
Grade 2	74
Grade 3	78
Grade 4	89
Grade 5	94
Grade 6	67
Grade 7	101
Grade 8	76
Total Enrollment	752

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	0.4%
Asian	25.5%
Black or African American	4.8%
Filipino	3.2%
Hispanic or Latino	37.6%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	4.3%
White	21.4%
English Learners	16.1%
Foster Youth	0.4%
Homeless	2%
Socioeconomically Disadvantaged	29%
Students with Disabilities	10.8%

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)	24.70	77.04	80.80	80.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	3.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.24	2.00	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.40	13.79	9.10	9.14	12115.80	4.41
Unknown	0.90	2.87	4.90	4.93	18854.30	6.86
Total Teaching Positions	32.00	100.00	100.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

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

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

Year and month of the most recent FIT report

9/2022

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	55	55	60	47	46
Mathematics (grades 3-8 and 11)	37	40	45	52	33	34

2022-23 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	533	525	98.50	1.50	55.24
Female	254	248	97.64	2.36	60.48
Male	279	277	99.28	0.72	50.54
American Indian or Alaska Native	--	--	--	--	--
Asian	149	147	98.66	1.34	67.35
Black or African American	24	24	100.00	0.00	33.33
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	191	190	99.48	0.52	44.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30	8.70	71.43
White	121	120	99.17	0.83	59.17
English Learners	71	71	100.00	0.00	19.72
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	36.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	9.09

2022-23 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	533	525	98.50	1.50	40.00
Female	254	248	97.64	2.36	37.90
Male	279	277	99.28	0.72	41.88
American Indian or Alaska Native	--	--	--	--	--
Asian	149	147	98.66	1.34	57.82
Black or African American	24	24	100.00	0.00	25.00
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	191	190	99.48	0.52	27.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30	8.70	57.14
White	121	120	99.17	0.83	35.83
English Learners	71	71	100.00	0.00	8.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	5.45

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.10	31.46	44.92	44.52	29.47	30.29

2022-23 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	182	178	97.80	2.20	31.46
Female	77	74	96.10	3.90	33.78
Male	105	104	99.05	0.95	29.81
American Indian or Alaska Native	0	0	0	0	0
Asian	43	42	97.67	2.33	50.00
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	26.19
English Learners	23	23	100.00	0.00	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	3.77	15.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	4.76

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	96	97	97
Grade 7	96	96	97	97	97

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.

2023-24 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, back-to-school night, open house and Coffee with the Principal. Parents are also encouraged to volunteer in the classroom and at schoolwide activities. 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	870	830	131	15.8
Female	419	398	55	13.8
Male	451	432	76	17.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	11	11	3	27.3
Asian	267	240	26	10.8
Black or African American	39	38	8	21.1
Filipino	27	26	2	7.7
Hispanic or Latino	303	296	60	20.3
Native Hawaiian or Pacific Islander	9	9	4	44.4
Two or More Races	34	34	6	17.6
White	167	164	19	11.6
English Learners	151	145	25	17.2
Foster Youth	6	6	2	33.3
Homeless	17	16	5	31.3
Socioeconomically Disadvantaged	249	242	55	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	102	24	23.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.41	2.34	2.41	0.51	2.38	2.87	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.41	0
Female	0.95	0
Male	3.77	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.87	0
Black or African American	2.56	0
Filipino	3.7	0
Hispanic or Latino	2.64	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.94	0
White	2.99	0
English Learners	4.64	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.81	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.9	0

2023-24 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 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 situation. 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 are aware of 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 make sure 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 Marshall to ensure that the school site meets all requirements of school safety. The current Safety Plan was approved by the Jefferson School District Board of Trustees in November 2022. The plan was last reviewed in October 2023.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

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	0	4	0
1	25	0	24	0
2	25	0	24	0
3	25	0	21	0
4	28	0	21	0
5	28	0	20	1
6	25	4	13	1
Other	9	13	0	0

2022-23 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

2022-23 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$83,156.94
Percent Difference - School Site and District	N/A	N/A	-33.4	1.9
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-1.2	-4.1

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$47,217	\$54,046
Mid-Range Teacher Salary	\$75,770	\$84,515
Highest Teacher Salary	\$97,432	\$110,867
Average Principal Salary (Elementary)	\$130,186	\$136,841
Average Principal Salary (Middle)	\$130,186	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$198,428	\$217,473
Percent of Budget for Teacher Salaries	36.81%	32.43%
Percent of Budget for Administrative Salaries	5.51%	5.62%

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 Abba) 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	