

# Anthony C. Traina Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

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

### 2024-25 School Contact Information

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

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

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

## 2024-25 School Description and Mission Statement

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

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

### School Mission Statement

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

### School Vision Statement

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

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

We embrace the Tiger Values of:

- \* Show Respect
- \* Make Good Choices
- \* Solve the Problem

### District Mission Statement

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

### District Vision Statement

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

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

## About this School

### 2023-24 Student Enrollment by Grade Level

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

### 2023-24 Student Enrollment by Student Group

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

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.90	80.58	80.80	80.45	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.11	3.40	3.47	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	1.99	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	9.46	9.10	9.14	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.10	6.81	4.90	4.93	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.70	86.84	86.30	83.97	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.13	4.50	4.38	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.97	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.40	7.56	7.10	6.99	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.70	2.44	3.70	3.68	15831.90	5.67
<b>Total Teaching Positions</b>	31.90	100.00	102.80	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

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

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

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

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

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

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

## Class Assignments

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

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

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

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

1. These decisions are made before beginning the process:

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

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

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

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

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

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

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

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

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

Year and month in which the data were collected

09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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		
<b>Mathematics</b>	Eureka Math Squared, Great Minds (TK-8) - 05/2024	Yes	0%



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

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

## School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

9/2022

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

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

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

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

## CAASPP Test Results in Science for All Students

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

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

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

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

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

## 2023-24 CAASPP Test Results in Science by Student Group

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

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2023-24 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2024-25 Opportunities for Parental Involvement

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

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

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



## 2023-24 Chronic Absenteeism by Student Group

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

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

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

This table displays expulsions data.

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

## 2023-24 Suspensions and Expulsions by Student Group

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

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

## 2024-25 School Safety Plan

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

## 2024-25 School Safety Plan

for the final approval.

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

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

### D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

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

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

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

## 2023-24 Elementary Average Class Size and Class Size Distribution

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

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

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

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

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

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

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

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

## Fiscal Year 2023-24 Types of Services Funded

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

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

## Professional Development

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

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

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

The partnership with McRel International has been a cornerstone in enhancing instructional leadership and fostering a data-informed culture within the district. McRel's research-based frameworks provide valuable insights that guide decision-making at both the school and district levels. McRel International provides access to high-quality research and resources that inform instructional practices. Professional development sessions conducted by a McRel expert (Cheryl 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.

**Professional Development**

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