Alta Loma School District
Jasper Elementary School

Grades TK through 6
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2022-23 School Accountability Report Card
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Principal's Message

Welcome to Jasper Elementary School, home of the Champions, where it is resounded, "Every Child a Champion." We are excited to share our School Accountability Report Card which provides valuable information regarding our school's instructional programs, academic achievement, demographics, school safety and discipline, facilities, and staff.

Jasper has earned the title of California Distinguished School. We take great pride in ensuring the success of all students through the setting of high standards and a rigorous and standards based curriculum. The instructional approaches used to implement the program include team planning and collaboration, ability grouping, and individualized instruction utilizing both direct interactive instruction and collaborative learning techniques. Constant monitoring of student progress is in place, data is analyzed frequently, and interventions and/or extension activities are assigned as needed. High student engagement is evident with rigor and critical thinking infused in daily instruction. We aspire to instill a love of learning in a safe and caring environment that will remain with our Champions for a lifetime.

Mission

It is our mission as educators to ensure that all students achieve at high levels of learning through collaborative teamwork using timely and appropriate assessments, monitoring, and support systems.

School Description

Jasper Elementary School is located in the western region of Alta Loma and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2022-23 school year, 460 students were enrolled, including 18% in special education, 3.9% qualifying for English Language Learner support, and 35.4% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.00%	Transitional Kindergarten	18
Male	53.00%	Kindergarten	56
Non-Binary	0.00%	Grade 1	58
Amer. Indian or Alaska Native	0.00%	Grade 2	71
Asian	2.60%	Grade 3	56
Black or African-Amer.	3.70%	Grade 4	53
Filipino	1.30%	Grade 5	70
Hisp. or Latino	53.00%	Grade 6	78
Native Hawaiian or Pacific Islander	0.40%	Ungraded	0
Two or More Races	4.80%		
White	33.70%		
English Learners	3.90%		
Foster Youth	1.50%		
Homeless	2.60%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	35.40%		
Students with Disabilities	18.00%		
		Total Enrollment	460

Student Achievement

Physical Fitness

In the spring of each year, Jasper Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	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
5	84%	84%	84%	84%	84%

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

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	52.0	62.0	67.0	67.0	47.0	46.0
Mathematics (grades 3-8 and 11)	44.0	55.0	50.0	52.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	256	248	96.88	3.12	62.10
Female	128	123	96.09	3.91	67.48
Male	128	125	97.66	2.34	56.80
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hisp. or Latino	135	131	97.04	2.96	60.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	90	87	96.67	3.33	65.52
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	95	93	97.89	2.11	52.69
Students with Disabilities	63	57	90.48	9.52	22.81

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	256	248	96.88	3.12	54.84
Female	128	123	96.09	3.91	55.28
Male	128	125	97.66	2.34	54.40
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hisp. or Latino	135	131	97.04	2.96	51.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	90	87	96.67	3.33	58.62
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	95	93	97.89	2.11	37.63
Students with Disabilities	63	57	90.48	9.52	15.79

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

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

CAASPP Test Results in Science for All Students					
Percent of Students Meeting or Exceeding State Standards					
	School		District		State
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	24.2	54.4	39.5	46.8	29.5	30.3

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

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	69	68	98.55	1.45	54.41
Female	39	38	97.44	2.56	47.37
Male	30	30	100.00	0.00	63.33
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	0	0	0	0	0
Filipino	0	0	0	0	0
Hisp. or Latino	37	36	97.30	2.70	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	80.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	34.78
Students with Disabilities	17	16	94.12	5.88	37.50

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

Local Control Accountability Plan (LCAP)
As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, the school website, global emails, texts, teacher websites, PTA newsletters, social media (Instagram and Facebook), and weekly Champion assemblies. Contact the main office at (909) 484-5050 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Friends of Geddes Library (FGL)
School Activities/Events
Student Store
PAWS (Parents Assisting with Students)

Committees
GATE Advisory Council
Parent Advisory Committee
Parent Teacher Association
School Site Council

School Activities
Back to School Night
Book Fair
Dine Out Nights
Family Fun Nights
Holiday Gift Shop
Holiday Toy Drive
Jog-A-Thon
Open House
School Spelling, Science or Academic Bee
Student Orientation
Student Performances
Variety Show/Academy of the Arts

Volunteer Luncheon
Weekly Champion Assemblies

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Jasper Elementary School's original facilities were built in 1975; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2022-23 Campus Improvements:
• Signage upgrades
• Replace outdoor benches
• Modernization of staff restrooms (Summer 2023)

2023-24 Planned Campus Improvements:
• Camera upgrades
• Paint cafeteria

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Jasper Elementary School. The day custodian is responsible for:

• General maintenance
• Lunch area setup/cleanup
• Restroom cleaning
• Assembly or event setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Restroom cleaning
• Classroom and facility cleaning
• Evening assembly or event setup/cleanup

The principal communicates with custodial staff monthly concerning maintenance and school safety issues.

Campus Description	
Year Built	1975
Acreage	9.2
Square Footage	35,804
	Quantity
Permanent Classrooms	27
Portable Classrooms	2
Restrooms (sets)	4
Staff Work Room(s)	1
Multipurpose Room(s)	1
Library/Media Center/Technology Lab	1
Playground	1

Facilities Inspection

The district's maintenance department inspects Jasper Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Jasper Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, August 05, 2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Saturday, August 05, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Speech/ELD - Stained ceiling tiles
(E)	Room 1 Girls' RR - Leaky spud-2nd stall
	Room 15 - Check low water pressure
	Girls' RR by 17 - Replace aerator
	Drinking Fountain Outside Room 10 - Fountain is leaking

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers are strategically assigned to designated entrance areas and the playground. During recess, administrators and proctors supervise playground activity. Proctors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and proctors monitor student behavior to ensure a safe and orderly departure.

Jasper Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor security system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Jasper Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2023.

Classroom Environment

Discipline & Climate for Learning

Jasper Elementary School's discipline practices and behavior management strategies comply with approved board policies, are based on the Zones of Regulation, and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Jasper Elementary School's PAL Program and Buddy Program are facilitated by teachers who provide Social Emotional Learning (SEL) lessons to create a positive school climate.

Suspensions & Expulsions			
	20-21	21-22	22-23
	School		
% Students Suspended	0.0	0.2	1.7
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	0.1	1.6	1.7
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.7	0.0
Female	1.3	0.0
Male	2.0	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	5.6	0.0
Filipino	0.0	0.0
Hisp. or Latino	1.6	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	1.9	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	1.6	0.0
Students with Disabilities	0.0	0.0

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

Class Size
The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2020-21			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	14.0	4		
1	23.0		2	
2	35.0		1	1
3	18.0	1	3	
4	23.0		2	
5	20.0	1	3	
6	22.0	1	2	
Other**	8.0	2		
	2021-22			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	12.0	6		
1	20.0	1	2	
2	25.0	2		1
3	12.0	2	2	
4	20.0	2	2	
5	18.0	3	1	
6	20.0	2	2	
Other**	9.0	2		
	2022-23			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	11.0	7		
1	19.0	1	2	
2	24.0	2	1	1
3	14.0	3	1	
4	19.0	1	2	
5	21.0	1	2	
6	24.0	1	2	
Other**	12.0	1		

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

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

Pupil Engagement

Chronic Absenteeism
The following chart identifies the chronic absenteeism rates by student group for Jasper Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	478	473	76	16.1
Female	224	221	39	17.6
Male	254	252	37	14.7
Amer. Indian or Alaska Native	0	0	0	0.0
Asian	13	13	0	0.0
Black or African-Amer.	18	18	3	16.7
Filipino	6	6	0	0.0
Hisp. or Latino	255	251	43	17.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	23	23	1	4.3
White	159	158	27	17.1
English Learners	22	22	2	9.1
Foster Youth	9	9	3	33.3
Homeless	12	12	9	75.0
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	184	181	43	23.8
Students with Disabilities	95	94	25	26.6

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

Curriculum & Instruction

Staff Development
All training and curriculum development activities at Jasper Elementary School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Jasper Elementary School held staff development training devoted to:

• Math Focus Standards
• Interim Assessments
• Interactive/Engagement Strategies
• Data-Based Questioning (DBW) Strategies
• Technology Training
• ESGI (Educational Software Guiding Instruction) Tools
• Implementation of Digital Applications
• Thinking Maps
• RIGOR and Depth of Knowledge
• Best Practices
• LCAP Training
• Kagan Strategies
• Project Based Learning
• Journeys
• Active Visual Learning - Criteria Maps
• Dashboard Technical Assistance
• Visible Active Learning
• Grade Level Collaboration
• Zones of Regulation
• Progress Monitoring
• TOSA Training

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Jasper Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, Jasper Elementary School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

2021-22 Trainings:
• Amplify Training Refresh
• Cultural Proficiency
• How to Equitably Ignite Student Engagement with Student/Teacher Partnerships
• UBUNTU Teacher Equity Summit
• Technology Training (Google Apps for Education, Nearpod, Seesaw, Renaissance STAR, Lexia Core5, Imagine Learning, Freckles Ed)
• Next Generation Science Standards (NGSS)
• Guided Reading Training
• Thinking Maps
• Write from the Beginning
• Safely Reopening Schools

2022-23 Trainings:
• Studies Weekly Training
• i-Ready Training
• Amplify Refresh
• Cultural Proficiency - Equity Trainings
• Guided Reading and Writing Trainings
• Thinking Maps
• Write from the Beginning
• Small Group Instruction Training
• TK Curriculum Training

2023-24 Trainings:
• Savvas Publisher Training
• i-Ready Training
• TK Publisher Adoption Training
• Amplify Refresh
• Study Sync Training
• Safety Training
• DBQ Training
• ALSD Teacher University
• Thinking Maps (Supplemental Offering)
• Write from the Beginning (Supplemental Offering)

Jasper Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
4	9	9

Instructional Materials
All textbooks used in the core curriculum at Jasper Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education (with the exception of TK materials by publisher Learning Without Tears which was from the most recent local adoption). The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 06, 2023, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-06-23 (a) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Alta Loma School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2016	Houghton Mifflin, *Journeys California*	0 %
2023	Learning Without Tears, *Get Set for School*	0 %
2016	McGraw Hill, *Study Sync*	0 %
History-Social Science		
2023	Learning Without Tears, *Get Set for School*	0 %
2022	Studies Weekly, *Studies Weekly History*	0 %
2018	Teachers' Curriculum Institute, *History Alive! California Series*	0 %
Mathematics		
2023	Cengage/National Geographic, *Big Ideas*	0 %
2023	Learning Without Tears, *Get Set for School*	0 %
2023	Saavas Learning Company, LLC, *Envision Math*	0 %
Science		
2020	Amplify Education, Inc., *Amplify Science*	0 %
2023	Learning Without Tears, *Get Set for School*	0 %

Professional Staff

Counseling & Support Staff

Jasper Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Jasper Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	0	0
Speech & Language Pathologists (Itinerants)	2	1.6
Adaptive PE	1	1.0
Counselor	1	0.5
ELD Aide	1	0.5
Library Clerk	1	0.5
Nurse	1	0.75
Occupational Therapist	1	0.5
Psychologist	1	0.5
Speech & Language Specialist	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Jasper Elementary School, Alta Loma School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Jasper Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.6	86.8	226.3	94.2	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.4	2.3	11953.1	4.3
Unknown	3.0	13.2	8.6	3.6	15831.9	5.7
Total Teaching Positions	22.6	100.0	240.4	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	89.5	233.3	94.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.6	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	2.7	1.1	12115.8	4.4
Unknown	2.5	10.6	6.4	2.6	18854.3	6.9
Total Teaching Positions	23.6	100.0	246.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber 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 to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2021-22)	Percent
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)	0.0

Class Assignments / Indicator (2020-21)	Percent
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)	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

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$52,662	$54,215
Mid-Range Teacher Salary	$87,935	$86,843
Highest Teacher Salary	$117,327	$111,440
Superintendent Salary	$246,736	$252,466
Average Principal Salaries:		
Elementary School	$146,120	$140,851
Middle School	$146,120	$147,065
High School	N/A	$142,189
Percentage of Budget:		
Teacher Salaries	32.95%	33.16%
Administrative Salaries	6.16%	5.15%

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

Expenditures Per Student
For the 2021-22 school year, Alta Loma School District spent an average of $13,413 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

• Child Nutrition: Food Service Staff Training Funds
• Child Nutrition: Kitchen Infrastructure Upgrade Funds
• COVID Relief Funding
• Education Protection Account
• Educator Effectiveness
• Expanded Learning Opportunities Program

• Lottery: Instructional Materials
• Mental Health-Related Services
• On-Behalf Pension Contributions
• Other Local: Locally defined
• Special Education
• Special Education Early Intervention Preschool Grant
• State COVID Relief Funding
• State Lottery
• Title I
• Title II
• Title III
• Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$11,460	N/A	N/A	N/A	N/A
Restricted	$3,532	N/A	N/A	N/A	N/A
Unrestricted	$7,928	$10,747	73.77	$7,607	104.23
Average Teacher Salary	$94,530	$92,663	102.01	$89,574	105.53

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

SARC Data

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

<u>California School Dashboard</u>
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.

<u>Internet</u>
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.

<u>Disclosure</u>
The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2023.