

Alta Loma School District
Jasper Elementary School

Grades TK through 6
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2020-21 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.

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

School Description

Jasper Elementary School is located in the western region of Alta Loma and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2020-21 school year, 453 students were enrolled, including 17.2% in special education, 4.6% qualifying for English Language Learner support, and 30% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.70%	Transitional Kindergarten	0
Male	48.30%	Kindergarten	55
Non-Binary	0.00%	Grade 1	46
Amer. Indian or Alaska Native	0.20%	Grade 2	47
Asian	2.40%	Grade 3	77
Black or African-Amer.	2.40%	Grade 4	73
Filipino	1.80%	Grade 5	86
Hisp. or Latino	49.70%	Grade 6	69
Native Hawaiian or Pacific Islander	0.20%	Ungraded	0
Two or More Races	5.50%		
White	36.40%		
English Learners	4.60%		
Foster Youth	0.90%		
Homeless	2.90%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	30.00%		
Students with Disabilities	17.20%		
Total Enrollment			453

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 measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	49.0
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.8

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	307	NT	NT	NT	NT
Female	153	NT	NT	NT	NT
Male	154	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	155	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	NT	NT	NT	NT
White	112	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	89	NT	NT	NT	NT
Students with Disabilities	71	NT	NT	NT	NT

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	307	NT	NT	NT	NT
Female	153	NT	NT	NT	NT
Male	154	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	155	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	NT	NT	NT	NT
White	112	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	89	NT	NT	NT	NT
Students with Disabilities	71	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	38	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African-Amer.	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	24	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Local Assessment Test Results

The Alta Loma School District administered STAR local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21)					
Assessment Name: STAR					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	305	280	91.8	8.20	56.07
Female	154	143	92.86	7.14	53.15
Male	151	137	90.73	9.27	59.12
Amer. Indian or Alaska Native					
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	153	143	93.46	6.54	51.75
Native Hawaiian or Pacific Islander					
Two or More Races	17	17	100	0.00	70.59
White	109	99	90.83	9.17	59.6
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	92	82	89.13	10.87	43.9
Students with Disabilities	73	54	73.97	26.03	22.22

Local Assessment Test Results in Mathematics by Student Group (2020-21)					
Assessment Name: STAR					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	305	279	91.48	8.52	51.97
Female	154	142	92.21	7.79	44.37
Male	151	137	90.73	9.27	59.85
Amer. Indian or Alaska Native					
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	153	144	94.12	5.88	47.92
Native Hawaiian or Pacific Islander					
Two or More Races	17	17	100	0.00	76.47
White	109	98	89.91	10.09	54.08
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	92	82	89.13	10.87	37.8
Students with Disabilities	73	55	75.34	24.66	23.64

*At or above the grade-level standard in the context of the local assessment administered.

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

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, Twitter 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

- Annual Carnival
- Back to School Night
- 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

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

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:

2020-21 Campus Improvement Projects:

- Ongoing modernization projects
- Window and window guard replacement (Room 26)
- Paint staff restroom and workroom

2020-21 Campus Improvements in Progress:

- Modernization projects completed (August)
- Signage upgrades
- Gate repairs

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 Thursday, July 08, 2021. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Thursday, July 08, 2021			
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)	Staff Lounge - Stained ceiling tiles
	Portable 27 - Inside window trim needs painting and stained ceiling tiles
(D)	Room 21 - Look at humming smoke detector
(E)	Room 21 - Replace aerator
	Child Care Portable - Sink needs aerator
(H)	Child Care Portable - Door drags-needs weatherstripping

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 September 2021.

Classroom Environment

Discipline & Climate for Learning

Jasper Elementary School's discipline practices and behavior management strategies comply with approved board policies 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.

Suspensions & Expulsions			
	18-19	19-20	20-21
	School		
% Students Suspended	0.6	0.6	0.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.0	0.8	0.1
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0	0.0
Female	0.0	0.0
Male	0.0	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.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	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	0.0	0.0
Students with Disabilities	0.0	0.0

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				
2018-19				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	4		
1	23.0		3	
2	22.0		3	
3	24.0		3	
4	23.0		2	
5	30.0		2	
6	16.0	3	3	
Other**	5.0	1		
2019-20				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	11.0	4		
1	26.0		2	
2	32.0		2	1
3	23.0	1	2	
4	26.0		2	
5	32.0		2	
6	31.0		2	
Other**	10.0	4		
2020-21				
Grade	Avg. Class Size	Number of Classes		
		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		

*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 2020-21 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 (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	476	35	7.4
Female	246	244	19	7.8
Male	236	232	16	6.9
Amer. Indian or Alaska Native	1	1	1	100.0
Asian	11	11	0	0.0
Black or African-Amer.	11	11	2	18.2
Filipino	8	8	0	0.0
Hisp. or Latino	243	240	20	8.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	26	26	1	3.8
White	175	172	11	6.4
English Learners	21	21	4	19.0
Foster Youth	6	6	2	33.3
Homeless	13	13	0	0.0
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	152	150	23	15.3
Students with Disabilities	99	97	10	10.3

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 2020-21 school year, Jasper Elementary School held staff development training devoted to:

- Math Focus Standards
- Interim Assessments
- Interactive/Engagement Strategies
- Data-Based Questioning (DBQ) 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

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 2019-20, 2020-21, and 2021-22 school years, Jasper Elementary School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

2019-20 Trainings:

- Kagan Training
- English Language Arts/English Language Development
- Positive Behavioral Interventions and Supports (PBIS)
- 21st Century Skills Development
- Technology Training
- STEM (Science, Technology, Engineering, Math)
- Document Based Questioning (DBQ)
- Write from the Beginning and Beyond
- Virtual Trainings

2020-21 Trainings:

- Docs, Slides and Beyond
- Google Classroom
- HMH Journeys Resources
- Pearson Realize (Math) Resources
- Infinite Campus
- Guided Reading
- Freckle Resources
- One on One Assessment in the Virtual World
- Online Teaching Strategies
- Zearn Set-Up and Recommendations

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, Freckle Ed)
- Next Generation Science Standards (NGSS)
- Guided Reading Training
- Thinking Maps
- Write from the Beginning
- Safely Reopening Schools

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		
2019-20	2020-21	2021-22
2	3	4

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. 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 01, 2021, 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 #09-01-21 (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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 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, <i>Journeys California</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
Mathematics		
2015	Pearson, <i>EnVision Math</i>	0 %
Science		
2020	Amplify Education, Inc., <i>Amplify Science</i>	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) 2020-21		
	No. of Staff	FTE
Academic Counselor	0	0
Adaptive PE	1	1.0
Counselor	1	0.4
ELD Aide	1	0.5
Health Clerk	1	0.75
Library Clerk	1	0.5
Nurse	1	0.1
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 (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	89.4	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 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 to 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)	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 (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,644	\$52,060
Mid-Range Teacher Salary	\$82,895	\$84,043
Highest Teacher Salary	\$110,602	\$107,043
Superintendent Salary	\$236,456	\$240,628
Average Principal Salaries:		
Elementary School	\$125,396	\$133,582
Middle School	\$131,570	\$138,803
High School	N/A	\$133,845
Percentage of Budget:		
Teacher Salaries	37%	35%
Administrative Salaries	6%	5%

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 2019-20 school year, Alta Loma School District spent an average of \$12,648 of total general funds to educate each student (based on 2019-20 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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- On-Behalf Pension Contributions
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Internet

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.

Disclosure

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 section were acquired in October 2021. Data to prepare the school facilities section were acquired in November 2021.

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$9,477	N/A	N/A	N/A	N/A
Restricted	\$2,768	N/A	N/A	N/A	N/A
Unrestricted	\$6,710	\$8,447	79.43	\$8,444	79.46
Average Teacher Salary	\$89,772	\$86,889	103.32	\$85,863	104.55

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

SARC Data

DataQuest

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).

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.