Melville S. Jacobson Elementary School

Grades K-5
CDS Code 39-75499-6107973

Derek Sprecksel, Principal
dsprecksel@tusd.net

1750 West Kavanagh Avenue
Tracy, CA 95376
(209) 830-3315

https://jacobson.tracy.k12.ca.us/

SARC
2020-21
School
Accountability
Report Card
Published in 2021-22

Tracy Unified School District

1875 West Lowell Avenue   Tracy, CA 95376   ▪   www.tracy.k12.ca.us

Brian Stephens, Superintendent   ▪   bstephens@tusd.net   ▪   (209) 830-3200

Principal's Message

Dear Jacobson School Community,

Welcome to the 2020-21 school year at Melville S. Jacobson Elementary School! Jacobson is a TK-5 neighborhood school that was built in 1990. The school has been serving families for 30 years.

Our Jacobson Team has high expectations for all students. We want students to be passionate about their education and to begin their journey as lifelong learners. Teacher Professional Learning Communities (PLCs) collaborate using data to set goals and improve teaching and learning. Additionally, our teachers integrate various subject matters to maximize instructional time. Another example of our PLC collaboration is our intervention program, where students are taught specific standards based on student assessment scores. Students who are English learners receive additional support through designated English language development (ELD) instruction from their teacher.

Students learn and model the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are elected to serve on Student Council and plan many activities, including spirit days. In addition, we offer social-emotional support, having counselors that provide intervention for academics, social/life skills and specific mental health needs for our students four days a week.

At Jacobson, one of our goals is to prepare all pupils for college and careers and ensure all students meet grade-level standards with a focus on closing the achievement gap between all student groups. Another goal is to provide a safe and equitable learning environment for all students and staff. Lastly, we are focusing on all students improving their ability to read and respond in writing. Literacy is a key foundation to academic confidence and success. We want to ensure that each student is a competent reader, writer and mathematician, meeting or exceeding grade-level standards. Jacobson Elementary School will also implement a Book Flood for the 2021-22 school year. Each student will receive one free book at the end of each month of the school year to add to their home libraries.

Jacobson Elementary School values effective communication. Please follow us on Facebook and our school website for school updates and announcements.

Sincerely,

Derek Sprecksel, Principal

School Mission Statement

The mission of Melville S. Jacobson Elementary School is to inspire students to be lifelong learners by providing engaging, rigorous curriculum and relevant collaborative learning opportunities. The Jacobson School community will prepare students to solve real-world 21st-century problems and empower students to value diversity, themselves and others.

Parental Involvement

Jacobson Elementary promotes a sense of community within the school by encouraging parent involvement in all areas of the school, such as participating in School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Title I Parent Advisory Committee or Jacobson Staff Parent Association (JSPA).

The parent club welcomes parents to attend JSPA meetings. Our JSPA organizes our fundraisers and other fun events for our school community. Information is posted on the school marquee, on our school Facebook page and on our school website.

Jacobson also uses School Messenger communications system to contact families by phone, text message or email to make them aware of important upcoming events in English and Spanish.

Please do not hesitate to call the office at (209) 830-3315. We look forward to collaborating with you!

School Safety

Student safety is a major priority at Jacobson Elementary. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. Earthquake drills are conducted each quarter. Each classroom is equipped with an emergency-response backpack and bucket containing items deemed necessary in the event of an emergency. All visitors to the school must sign in at the office, and all staff members wear badges. Staff members on duty wear an orange vest for easy identification. Fencing and gates surround the school site for additional safety and security. There are 19 security cameras located throughout the school. A positive school climate and safety are of upmost importance. The district School Safety and Violence Prevention Handbook and education code are followed. Inappropriate student conduct is not tolerated. Results from the school surveys indicate that staff, students and parents agree that Jacobson has a positive climate. Students demonstrating good character are acknowledged on a regular basis.

The school safety plan was last reviewed, updated and discussed in December 2021.
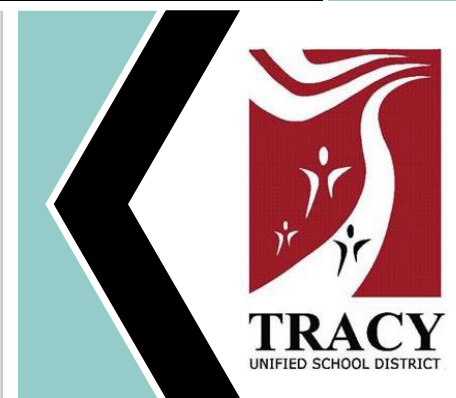
School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Board of Trustees

Simran Kaur, *President*

Steve Abercrombie, *Vice President*

Ana Blanco, *Board Clerk*

Lori Souza, *Member*

Ameni Alexander, *Member*
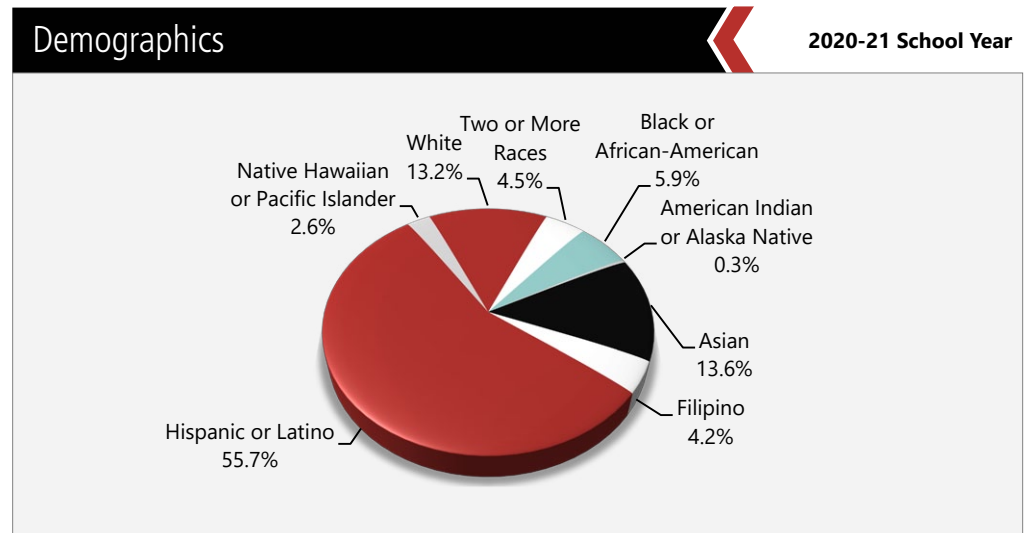
Nathalia Hughes Erskine, *Member*

Zachary Hoffert, *Member*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	47.10%
Male	52.70%
Non-Binary	0.20%
English learners	31.30%
Foster youth	0.50%
Homeless	6.60%
Migrant	0.00%
Socioeconomically Disadvantaged	64.00%
Students with Disabilities	15.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	96
1	84
2	104
3	94
4	101
5	96

Enrollment by Student Group

The total enrollment at the school was 575 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2020-21 School Year

White 13.2%; Two or More Races 4.5%; Black or African-American 5.9%; Native Hawaiian or Pacific Islander 2.6%; American Indian or Alaska Native 0.3%; Asian 13.6%; Filipino 4.2%; Hispanic or Latino 55.7%
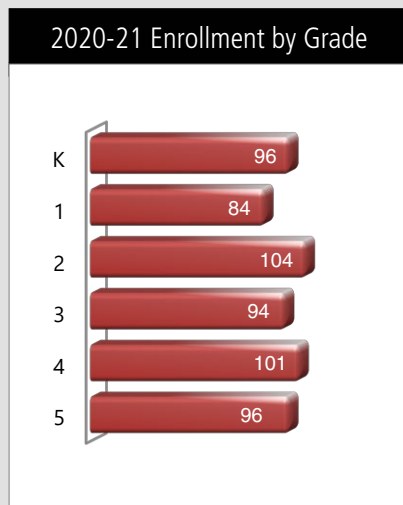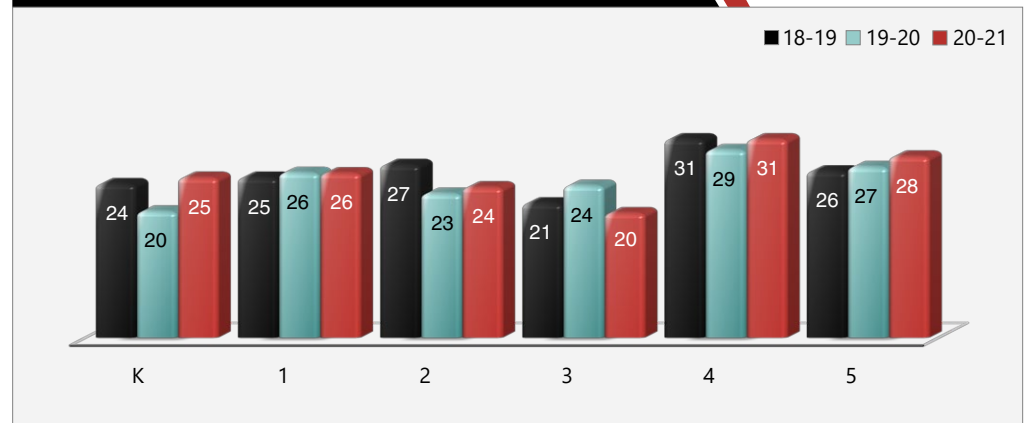
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Grade	18-19	19-20	20-21
K	24	20	25
1	25	26	26
2	27	23	24
3	21	24	20
4	31	29	31
5	26	27	28

Number of Classrooms by Size — Three-Year Data

Grade	2018-19 1-20	2018-19 21-32	2018-19 33+	2019-20 1-20	2019-20 21-32	2019-20 33+	2020-21 1-20	2020-21 21-32	2020-21 33+
K		5		3	1			3	
1		4			4			3	
2		4			4			4	
3	3	1			4		4		
4		3			3			3	
5		4			3			3	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Jacobson ES		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	7.9%	0.0%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.5%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Jacobson ES	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	2.9%	5.5%	2.5%
Expulsion rates	0.2%	0.4%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

Professional Development

Lifelong learning is a goal for all stakeholders at Jacobson Elementary. We provide a variety of opportunities for staff development. We have fully implemented the California State Standards and provide forums for teachers to discuss instruction and student learning. This occurs when teachers meet in their PLC and during other opportunities for grade-level and schoolwide collaboration. Teachers meet regularly by grade level to plan, evaluate and collaborate on English language arts and math units, in addition to other subject matters.

We are working with TUSD's Professional Learning and Curriculum department to provide professional development opportunities for our teachers. We are focusing on designated ELD strategies, science and the DnA Illuminate Assessment platform. These professional development sessions will take place during some early release Monday professional development sessions. There will also be some optional mini sessions for science professional development offered to our teachers this year. Additionally, the principal has created folders that contain professional development resources within the JES Staff Team.

Professional Development

Continued from page 5

Students in grades K-2 use iRead early intervention program. iRead is a digital foundational reading program designed to close the achievement gap early and place all K-2 students on a path to reading proficiency by third grade. Teachers work with a consultant as needed for continued coaching and monitoring student progress. During the Spring of 2019-20, another computer lab was added to Jacobson Elementary School, increasing the access students and teachers have to technology at school.

Response to Intervention (RTI) is designed to continually focus a school's attention and resources to the individual child and their needs. Students in grades 1-5 receive intervention to focus on areas of growth. This intervention is supported by the teacher and an intervention paraprofessional.

We acknowledge that for our students to learn at their optimal potential, their social and emotional needs must be a priority in the classroom. Each teacher is providing Second Step curriculum to help students learn important social and life skills. Additionally, we have the support of mental health counselors on our campus four days a week to help our students with their academic, social, emotional and/or mental health needs.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	5
2020-21	5
2021-22	5

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.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2020-21 School Year
Percentage of Students Meeting Fitness Standards	**Jacobson ES**
	Grade 5
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2020-21 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	617	608	43	7.10%
Female	292	287	18	6.30%
Male	324	320	25	7.80%
American Indian or Alaska Native	2	2	0	0.00%
Asian	85	84	4	4.80%
Black or African American	40	36	2	5.60%
Filipino	28	28	0	0.00%
Hispanic or Latino	341	339	34	10.00%
Native Hawaiian or Pacific Islander	15	15	0	0.00%
Two or More Races	28	27	3	11.10%
White	78	77	0	0.00%
English Learners	193	191	11	5.80%
Foster Youth	5	5	0	0.00%
Homeless	45	44	3	6.80%
Socioeconomically Disadvantaged	404	400	37	9.30%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	111	109	17	15.60%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Jacobson ES		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	17.44%	■	22.22%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Jacobson ES		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	✱	■	✱	■	✱
Mathematics	■	✱	■	✱	■	✱

■ Data for 2019–20 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 2019–20 school year.

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

Statewide Assessments

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).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.

CAASPP Test Results by Student Group: Science (grades 5)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	92	87	94.57%	5.43%	17.44%
Female	49	45	91.84%	8.16%	15.56%
Male	42	41	97.62%	2.38%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	56	54	96.43%	3.57%	14.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	24	23	95.83%	4.17%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	59	55	93.22%	6.78%	12.73%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.
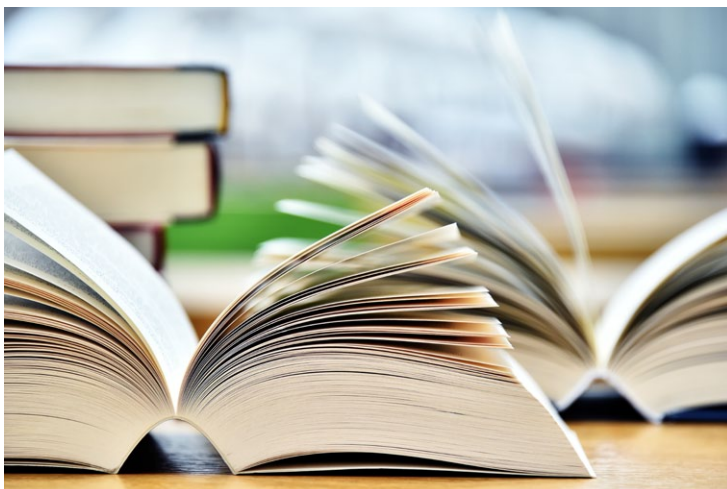
CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.
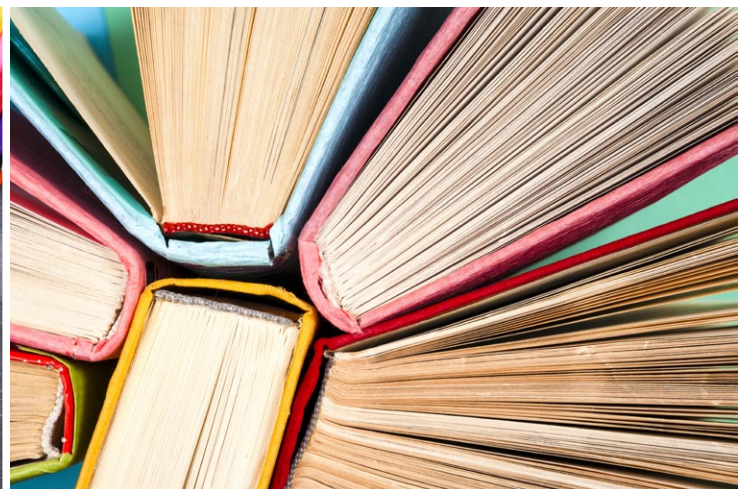
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	283	274	96.82%	3.18%	27.11%
Female	126	121	96.03%	3.97%	35.00%
Male	156	152	97.44%	2.56%	21.05%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	38	37	97.37%	2.63%	35.14%
Black or African American	21	20	95.24%	4.76%	20.00%
Filipino	11	11	100.00%	0.00%	45.45%
Hispanic or Latino	162	158	97.53%	2.47%	22.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	33	97.06%	2.94%	27.27%
English Learners	92	90	97.83%	2.17%	13.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	34	34	100.00%	0.00%	0.00%
Military	28	27	96.43%	3.57%	22.22%
Socioeconomically disadvantaged	197	189	95.94%	4.06%	19.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	53	50	94.34%	5.66%	2.04%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

CAASPP Test Results by Student Group: Mathematics (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	283	273	96.47%	3.53%	17.95%
Female	126	121	96.03%	3.97%	16.53%
Male	156	151	96.79%	3.21%	19.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	38	37	97.37%	2.63%	35.14%
Black or African American	21	19	90.48%	9.52%	26.32%
Filipino	11	11	100.00%	0.00%	18.18%
Hispanic or Latino	162	158	97.53%	2.47%	13.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	33	97.06%	2.94%	18.18%
English Learners	92	90	97.83%	2.17%	6.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	34	34	100.00%	0.00%	0.00%
Military	28	27	96.43%	3.57%	7.41%
Socioeconomically disadvantaged	197	189	95.94%	4.06%	12.17%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	53	49	92.45%	7.55%	2.04%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status — 2021-22 School Year

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	7/30/2021

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs — 2021-22 School Year

Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Carpet repair-computer lab, rooms 34 & 35. Work order submitted	October 2021
Restrooms/fountains	Room 25 fountain is not working; Room 22 restroom needs repair. MPR weak water fountain. Work order submitted	October 2021

School Facilities

General

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of Melville S. Jacobson Elementary School for the 2020-21 school year.

Age of School/Buildings

This school has 32 classrooms, a multipurpose room (MPR), library, administration building, storage building and kitchen. The main campus was built in 1989.

Additions were constructed in the 1992-93 school year (one relocatable classroom), 1993-94 (one relocatable classroom), 1997-98 (four classrooms added for Class Size Reduction), 2005-06 (three relocatable classrooms) and 2016 (intrusion alarm system, reconfigured parking lot for access compliance).

School Facilities

Continued from left

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our Entire campus received exterior painting with repairs to dry rot areas. The work was funded under Deferred Maintenance (Fund 14) and completed June 2020.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state-deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2021-22 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ¤
¤ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.	

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2021. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Textbooks and Instructional Materials List — 2021-22 School Year

Subject	**Textbook**	**Adopted**
Reading/language arts	*Wonders (TK-5 tradition)*	2017
Mathematics	My Math, McGraw-Hill (K-5 traditional)	2014
Science	*Science, CA Edition (K-5)*	2007
History/social science	*My World Interactive (K-5)*	2019

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject — 2021-22 School Year

Jacobson ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks — 2021-22 School Year

Data collection date	9/28/2021

✧ Not applicable.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2020-21 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	87.8%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.1%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	29.4	4.2%	12,115.8	4.4%
Unknown	2.0	8.2%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	24.5	100.0%	694.2	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments — 2020-21 School Year

Authorization/Assignment	Jacobson ES
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

Note: The data in thiese tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2020-21 School Year
Indicator	**Jacobson ES**
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.8
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0
✧ Not applicable.	

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2020-21 School Year
Indicator	**Jacobson ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7%
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%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	$7,979
Expenditures per pupil from restricted sources	$1,648
Expenditures per pupil from unrestricted sources	$6,331
Annual average teacher salary	$82,402

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2019-20 Fiscal Year	
	Tracy USD	**Similar Sized District**
Beginning teacher salary	$52,219	$52,562
Midrange teacher salary	$76,968	$83,575
Highest teacher salary	$101,195	$104,166
Average elementary school principal salary	$135,269	$131,875
Average middle school principal salary	$143,044	$137,852
Average high school principal salary	$155,819	$150,626
Superintendent salary	$240,699	$260,243
Teacher salaries: percentage of budget	36%	34%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Jacobson ES	$6,331	$82,402
Tracy USD	$6,777	$72,386
California	$8,444	$86,376
School and district: percentage difference	-6.6%	+13.8%
School and California: percentage difference	-25.0%	-4.6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Melville S. Jacobson Elementary School

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,101	6,579	92.65%	7.35%	36.87%
Female	3,484	3,230	92.71%	7.29%	42.71%
Male	3,612	3,345	92.61%	7.39%	31.28%
American Indian or Alaska Native	28	26	92.86%	7.14%	34.62%
Asian	920	881	95.76%	4.24%	49.26%
Black or African American	388	337	86.86%	13.14%	30.45%
Filipino	357	351	98.32%	1.68%	59.14%
Hispanic or Latino	3,882	3,592	92.53%	7.47%	28.22%
Native Hawaiian or Pacific Islander	93	82	88.17%	11.83%	32.93%
Two or more races	291	263	90.38%	9.62%	45.80%
White	1,142	1,047	91.68%	8.32%	48.80%
English Learners	1,924	1,794	93.24%	6.76%	8.50%
Foster Youth	42	36	85.71%	14.29%	22.22%
Homeless	792	708	89.39%	10.61%	18.98%
Military	342	309	90.35%	9.65%	32.35%
Socioeconomically disadvantaged	4,221	3,870	91.68%	8.32%	27.44%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	866	86.25%	13.75%	8.45%

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

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.

"The future belongs to the educated."

TRACY

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,100	6,516	91.77%	8.23%	21.76%
Female	3,483	3,201	91.90%	8.10%	21.20%
Male	3,612	3,311	91.67%	8.33%	22.32%
American Indian or Alaska Native	28	26	92.86%	7.14%	7.69%
Asian	920	878	95.43%	4.57%	38.54%
Black or African American	388	334	86.08%	13.92%	16.77%
Filipino	357	350	98.04%	1.96%	41.67%
Hispanic or Latino	3,881	3,556	91.63%	8.37%	13.89%
Native Hawaiian or Pacific Islander	93	81	87.10%	12.90%	16.25%
Two or more races	291	263	90.38%	9.62%	27.38%
White	1,142	1,028	90.02%	9.98%	28.75%
English Learners	1,924	1,777	92.36%	7.64%	4.69%
Foster Youth	41	36	87.80%	12.20%	13.89%
Homeless	792	704	88.89%	11.11%	11.97%
Military	342	306	89.47%	10.53%	13.11%
Socioeconomically disadvantaged	4,220	3,830	90.76%	9.24%	15.05%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	855	85.16%	14.84%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.