# JEFFREY TRAIL MIDDLE SCHOOL
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
| | For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ |
| | For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ |
| | For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | JEFFREY TRAIL MIDDLE SCHOOL |
| **Street** | 155 VISIONS AVE. |
| **City, State, Zip** | IRVINE CA. 92620 |
| **Phone Number** | (949) 936-8700 |
| **Principal** | Michael Georgino |
| **Email Address** | michaelgeorgino@iusd.org |
| **School Website** | [https://jeffreytrail.iusd.org/](https://jeffreytrail.iusd.org/) |
| **County-District-School (CDS) Code** | 30-73650-0127472 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | IRVINE UNIFIED |
| **Phone Number** | (949) 936-5000 |
| **Superintendent** | Mr. Terry Walker |
| **Email Address** | TerryWalker@iusd.org |
| **District Website Address** | www.iusd.org |

## 2022-23 School Overview

Imagine a School…

Imagine a School… Focused on developing students who exhibit a true love of learning, who demonstrate the ability to think critically and creatively, and who appreciate the value of education and community beyond their classroom.
Imagine a School… Created with a foundation that provides an intellectually safe environment, with high expectations that encourage students to take academic risks, work collaboratively, and strive for high personal achievement.
Imagine a School… Continually evolving as a community while always considering the development of the well rounded student. This is… Jeffrey Trail Middle School.

Jeffrey Trail Middle School is committed to creating an educational environment that embraces equitable practices to help all children achieve success.
Our school has been built on a foundation for teaching and learning by focusing on analytical thinking, performance assessment, ethical values, and work habits. Our talented and dedicated staff is committed to helping students learn to use their minds well and to be life long learners. In a diverse and changing world, our students will be good citizens who are caring and ethical individuals.
JTMS — located in the neighborhood of Cypress Village — has approximately 1100 7th and 8th students enrolled for the school-year.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 7** | 486 |
| **Grade 8** | 503 |
| **Total Enrollment** | 989 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 46.1 |
| **Male** | 53.9 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 58.0 |
| **Black or African American** | 2.0 |
| **Filipino** | 3.2 |
| **Hispanic or Latino** | 10.7 |
| **Native Hawaiian or Pacific Islander** | 0.3 |
| **Two or More Races** | 7.1 |
| **White** | 17.9 |
| **English Learners** | 13.0 |
| **Foster Youth** | 0.2 |
| **Homeless** | 0.0 |
| **Migrant** | 0.0 |
| **Socioeconomically Disadvantaged** | 16.8 |
| **Students with Disabilities** | 8.4 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.80 | 87.75 | 1230.00 | 89.67 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.80 | 0.06 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.20 | 0.80 | 50.00 | 3.65 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 39.10 | 2.85 | 12115.80 | 4.41 |
| Unknown | 2.80 | 11.45 | 51.70 | 3.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 24.90 | 100.00 | 1371.80 | 100.00 | 274759.10 | 100.00 |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 34.70 | 84.90 | 1300.20 | 90.20 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.50 | 0.24 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.30 | 5.72 | 42.50 | 2.95 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 11.40 | 0.79 | 11953.10 | 4.28 |
| Unknown | 3.80 | 9.36 | 83.80 | 5.82 | 15831.90 | 5.67 |
| Total Teaching Positions | 40.90 | 100.00 | 1441.50 | 100.00 | 279044.80 | 100.00 |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.20 | 2.30 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.20 | 2.30 |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.20 | 4.20 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All JTMS students have access to the latest textbooks that have been adopted by IUSD.
In History and Science, students have a hard copy textbook that they leave at home while using a class set at school. Each subject has a workbook the students can use at home.
In Math, students have a textbook that is in workbook fashion that they remove individual units and bring to school.
In Spanish, students use a textbook in class and then have a workbook they utilize at home.

| Year and month in which the data were collected | October 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | All students are provided an individual textbook or instructional material as determined by textbook software in | Yes | 0% |

| | | | |
|---|---|---|---|
| | October, 2022. All core textbooks and instructional materials are state-adopted. | | |
| **Mathematics** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **Science** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **History-Social Science** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **Foreign Language** | All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved. | Yes | 0% |
| **Health** | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| **Visual and Performing Arts** | All students are provided an individual textbook and/or instructional material. | Yes | 0% |
| **Science Laboratory Equipment** (grades 9-12) | N/A | | 0% |

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## School Facility Conditions and Planned Improvements

JTMS is an 10 year old school and the facility continues to be in very good condition. While there is no plan at this time, we are in the initial stages of determining if there is a need for additional classrooms due to growth.
Our campus has no needed maintenance of note.

| **Year and month of the most recent FIT report** | 9/9/2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

| Overall Facility Rate | | | |
| --- | --- | --- | --- |
| **Exemplary** | **Good** | **Fair** | **Poor** |
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

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

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

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

1.  **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2.  **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3.  **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4.  **College and Career Ready**
    The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 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**
Note that 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.

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 78 | N/A | 75 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 68 | N/A | 68 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 1002 | 970 | 96.81 | 3.19 | 77.94 |
| Female | 466 | 450 | 96.57 | 3.43 | 86.67 |
| Male | 536 | 520 | 97.01 | 2.99 | 70.38 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 588 | 568 | 96.60 | 3.40 | 86.62 |
| Black or African American | 20 | 20 | 100.00 | 0.00 | 50.00 |
| Filipino | 30 | 30 | 100.00 | 0.00 | 93.33 |
| Hispanic or Latino | 105 | 99 | 94.29 | 5.71 | 60.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 75 | 74 | 98.67 | 1.33 | 70.27 |
| White | 179 | 174 | 97.21 | 2.79 | 64.37 |
| English Learners | 94 | 81 | 86.17 | 13.83 | 25.93 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 42 | 42 | 100.00 | 0.00 | 66.67 |
| Socioeconomically Disadvantaged | 168 | 163 | 97.02 | 2.98 | 54.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 83 | 76 | 91.57 | 8.43 | 42.11 |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 1002 | 983 | 98.10 | 1.90 | 68.36 |
| Female | 466 | 459 | 98.50 | 1.50 | 69.28 |
| Male | 536 | 524 | 97.76 | 2.24 | 67.56 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 588 | 579 | 98.47 | 1.53 | 83.07 |
| Black or African American | 20 | 20 | 100.00 | 0.00 | 20.00 |
| Filipino | 30 | 30 | 100.00 | 0.00 | 73.33 |
| Hispanic or Latino | 105 | 101 | 96.19 | 3.81 | 33.66 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 75 | 74 | 98.67 | 1.33 | 56.76 |
| White | 179 | 174 | 97.21 | 2.79 | 50.00 |
| English Learners | 94 | 91 | 96.81 | 3.19 | 50.55 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 42 | 42 | 100.00 | 0.00 | 64.29 |
| Socioeconomically Disadvantaged | 168 | 165 | 98.21 | 1.79 | 45.45 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 83 | 78 | 93.98 | 6.02 | 28.21 |

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 66.67 | NT | 61.37 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 508 | 501 | 98.62 | 1.38 | 66.67 |
| Female | 235 | 231 | 98.3 | 1.7 | 67.1 |
| Male | 273 | 270 | 98.9 | 1.1 | 66.3 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 286 | 283 | 98.95 | 1.05 | 78.09 |
| Black or African American | 12 | 12 | 100 | 0 | 41.67 |
| Filipino | 16 | 16 | 100 | 0 | 87.5 |
| Hispanic or Latino | 53 | 51 | 96.23 | 3.77 | 45.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 36 | 36 | 100 | 0 | 55.56 |
| White | 102 | 100 | 98.04 | 1.96 | 49 |
| English Learners | 40 | 38 | 95 | 5 | 18.42 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 24 | 24 | 100 | 0 | 70.83 |
| Socioeconomically Disadvantaged | 91 | 91 | 100 | 0 | 40.66 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | 32 | 91.43 | 8.57 | 28.13 |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 7 | 90.00% | 95.21% | 95.83% | 95.00% | 97.50% |

## C. Engagement

### State Priority: Parental Involvement

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

### 2022-23 Opportunities for Parental Involvement

Jeffrey Trail has an active PTSA that provides financial support to numerous school programs, particularly our ASB, WINGS and lunchtime activities. Parents help sponsor or support ASB Activities, Lunchtime Sports, Red Ribbon Week, the Teacher Appreciation luncheon, W.I.N.G.S. luncheons, and the eighth grade promotion celebration Parents also serve on the school site council and help articulate school goals and priorities. In the Fall, parents are invited to attend a Back to School program and student/parent conferences. In the Spring they welcomed onto campus for Open House and Family Night.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 1029 | 1017 | 57 | 5.6 |
| Female | 477 | 470 | 29 | 6.2 |
| Male | 552 | 547 | 28 | 5.1 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 600 | 596 | 10 | 1.7 |
| Black or African American | 22 | 22 | 5 | 22.7 |
| Filipino | 32 | 32 | 3 | 9.4 |
| Hispanic or Latino | 109 | 107 | 14 | 13.1 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 73 | 71 | 7 | 9.9 |
| White | 183 | 179 | 17 | 9.5 |
| English Learners | 143 | 140 | 8 | 5.7 |
| Foster Youth | 4 | 4 | 3 | 75.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 188 | 186 | 22 | 11.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 89 | 88 | 11 | 12.5 |

## C. Engagement

## State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 1.93 | 0.73 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.73 | 3.89 | 0.14 | 0.86 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.89 | 0.00 |
| Female | 1.05 | 0.00 |
| Male | 6.34 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.50 | 0.00 |
| Black or African American | 18.18 | 0.00 |
| Filipino | 3.13 | 0.00 |
| Hispanic or Latino | 4.59 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 6.85 | 0.00 |
| White | 8.20 | 0.00 |
| English Learners | 9.09 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 10.11 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 8.99 | 0.00 |

## 2022-23 School Safety Plan

The Jeffrey Trail Middle School Comprehensive Safety Plan is updated annually and approved by the School Site Council each October. Our plan includes evacuation and drill procedures, an emergency team response plan, the IUSD emergency plan and pertinent IUSD policies and guidelines. All emergency teams are delineated and in the case of emergency, the roles of all staff members are identified as well as where they are to report.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 30 | 7 | 10 | 21 |
| Mathematics | 32 | 2 | 14 | 19 |
| Science | 33 | 2 | 13 | 22 |
| Social Science | 32 | | 21 | 13 |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 13 | 47 | | |
| Mathematics | 14 | 45 | | |
| Science | 15 | 40 | | |
| Social Science | 14 | 41 | | |

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 25 | 8 | 35 | |
| Mathematics | 26 | 6 | 34 | |
| Science | 30 | | 33 | 2 |
| Social Science | 28 | 2 | 35 | |

## 2021-22 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 494.5 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 2.0 |
| **Library Media Teacher (Librarian)** | 1.0 |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 1.0 |
| **Social Worker** | |
| **Nurse** | 0.6 |
| **Speech/Language/Hearing Specialist** | 1.0 |
| **Resource Specialist (non-teaching)** | |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $7014 | $145 | $6869 | $85627 |
| **District** | N/A | N/A | 5796 | $86,958 |
| **Percent Difference - School Site and District** | N/A | N/A | 16.9 | -1.5 |
| **State** | N/A | N/A | $6,594 | $85,368 |
| **Percent Difference - School Site and State** | N/A | N/A | 4.1 | 0.3 |

## 2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program, 2) Provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including: Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $50,071 | $51,081 |
| Mid-Range Teacher Salary | $89,426 | $77,514 |
| Highest Teacher Salary | $115,594 | $105,764 |
| Average Principal Salary (Elementary) | $144,393 | $133,421 |
| Average Principal Salary (Middle) | $152,197 | $138,594 |
| Average Principal Salary (High) | $174,854 | $153,392 |
| Superintendent Salary | $335,993 | $298,377 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

## Professional Development

Establishing and maintaining effective PLC work within the TLC model is the primary area of focus for our Professional Development. This Professional Development occurs during regular morning meetings, designated IUSD Professional Development meetings and outside conferences our teachers may chose to attend. We have four PLC Facilitator coaches to help all our teachers and our administrators attended PLC Facilitator trainings as well. Within our PLC work, teams have been working to embrace a standards based grading mindset. To that end, we send teachers to conferences when possible and invite a speaker to campus when appropriate to inform our staff on how best to implement various aspects of standards based grading as they see fit.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 6 | 12 | 15 |