

# JEFFREY TRAIL MIDDLE SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	JEFFREY TRAIL MIDDLE SCHOOL
<b>Street</b>	155 VISIONS AVE.
<b>City, State, Zip</b>	IRVINE CA. 92620
<b>Phone Number</b>	(949) 936-8700
<b>Principal</b>	Michael Georgino
<b>E-mail Address</b>	michaelgeorgino@iusd.org
<b>Web Site</b>	<a href="https://jeffreytrail.iusd.org/">https://jeffreytrail.iusd.org/</a>
<b>CDS Code</b>	30-73650-0127472

District Contact Information	
District Name	IRVINE UNIFIED
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

### School Description and Mission Statement (School Year 2018-19)

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 helps all children achieve success.

In our fifth year 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 village of Cypress Village — has 1180 7th and 8th students enrolled for the school-year.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	539
Grade 8	578
<b>Total Enrollment</b>	<b>1,117</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	60.1
Filipino	2.1
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0.2
White	19.0
Socioeconomically Disadvantaged	17.1
English Learners	13.9
Students with Disabilities	6.4
Foster Youth	0.1

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	44.21	48.30	48.00	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3.81	1.93	4.40	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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 August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

JTMS is a six year old school so the facility is in very good condition. We have had significant projects in the past year - but they have been due to our growth. Two computer labs were converted into regular classrooms and an underused space was converted into an Engineering Lab.

Our campus has no needed maintenance of note.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	C- 1: 11. PAINT IS CHIPPING ON DOOR C- 2: 11. PAINT IS CHIPPING ON DOOR C- 9: 11. PAINT IS CHIPPING ON DOOR COMPUTER LAB: 11. PAINT IS CHIPPING ON DOOR D- 1: 11. PAINT IS CHIPPING ON DOOR D- 2: 11. PAINT IS CHIPPING ON DOOR D- 8: 11. PAINT IS CHIPPING ON DOOR E- 2: 11. PAINT IS CHIPPING ON DOOR E- 3: 11. PAINT IS CHIPPING ON DOOR E- 7: 11. PAINT IS CHIPPING ON DOOR E- 9: 11. PAINT IS CHIPPING ON DOOR

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		G-1: 11. PAINT IS CHIPPING ON DOOR FRAME WRK RM: 11. PAINT IS CHIPPING ON DOOR
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ADMIN BLDG: 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD OUTDOOR COURTS: 14. RAISED ASPHALT AT SEAM OF CONCRETE/ TRIP HAZARD

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/12/2018	
Overall Rating	Good

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	82.0	84.0	77.0	77.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	82.0	81.0	74.0	74.0	37.0	38.0

Note: 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.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1128	1124	99.65	83.72
Male	592	590	99.66	81.86
Female	536	534	99.63	85.77
Black or African American	18	17	94.44	47.06
Asian	684	683	99.85	89.17
Filipino	20	20	100.00	85.00
Hispanic or Latino	116	115	99.14	67.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	204	203	99.51	78.82
Two or More Races	79	79	100.00	82.28
Socioeconomically Disadvantaged	207	207	100.00	66.18
English Learners	275	275	100.00	67.27
Students with Disabilities	69	68	98.55	44.12
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,130	1,124	99.47	80.69
Male	594	590	99.33	81.19
Female	536	534	99.63	80.15
Black or African American	18	17	94.44	35.29
Asian	686	683	99.56	92.39
Filipino	20	20	100	80
Hispanic or Latino	116	115	99.14	51.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	204	203	99.51	64.04
Two or More Races	79	79	100	77.22
Socioeconomically Disadvantaged	208	207	99.52	59.42
English Learners	275	275	100	75.27
Students with Disabilities	71	68	95.77	32.35
Foster Youth	--	--	--	--

Note: 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.

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.

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	12.3	23.7	51.1

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Jeffrey Trail has an active PTSA that provides financial support to numerous school programs in the form of department support, and targeted contributions to the school’s emergency plan, photocopier, and technology funds. Parents help sponsor or support the annual fund raiser, Red Ribbon Week, the Teacher Appreciation luncheon, W.I.N.G.S. luncheons, and the eighth grade promotion ceremony. In addition, parents participate in school field trips, assist in the office, help with the beginning of the year registration and orientation process, and serve as guest speakers in specific classes. 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. A spring Open House is held in May for parents of incoming 7th grade students. In addition, the school regularly surveys parents with regard to school climate, student discipline, teaching and learning environments, and support services.

## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.9	1.1	1.5	1.2	1.6	1.2	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	33.0	5	1	25	31.0	3	16	16	29.0	6	20	14
<b>Mathematics</b>	6.0	3			7.0	2			31.0	1	19	15
<b>Science</b>	37.0	3		26	33.0		18	16	32.0	3	12	21
<b>Social Science</b>	31.0	3	11	18	31.0	1	20	13	30.0	4	17	16

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	2.6	410
<b>Counselor (Social/Behavioral or Career Development)</b>	0.3	N/A
<b>Library Media Teacher (Librarian)</b>	1.0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.5	N/A
<b>Psychologist</b>	1.0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.6	N/A
<b>Speech/Language/Hearing Specialist</b>	1.125	N/A
<b>Resource Specialist (non-teaching)</b>	3.7	N/A
<b>Other</b>		N/A

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

\*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.



### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,211	\$260	\$4,951	\$78,208
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-11.7	-5.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-36.0	-3.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire 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.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### **Professional Development (Most Recent Three Years)**

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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.