

# John Swett Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	John Swett Elementary School
Street	4955 Alhambra Valley Road
City, State, Zip	Martinez, CA 94553
Phone Number	(925) 335-5860
Principal	Mike Cannon
Email Address	mcannon@martinez.k12.ca.us
Website	jse-martinez-ca.schoolloop.com
County-District-School (CDS) Code	07617396003834

Entity	Contact Information
<b>District Name</b>	Martinez Unified School District
<b>Phone Number</b>	(925) 335-5800
<b>Superintendent</b>	CJ Cammack
<b>Email Address</b>	abirdsell@martinez.k12.ca.us
<b>Website</b>	www.martinez.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

John Swett Elementary School is located in the Alhambra Valley of Martinez, CA. Built in 1961, the school houses 520 Transitional Kindergarten through fifth grade students. The staff is comprised of twenty regular education teachers, one Instructional Support specialist, three Special Day Class teachers, a PE specialist and a music specialist. Support staff includes a speech pathologist, school psychologist and school nurse who are shared with other schools in the district. Support staff (working part-time) also includes a technology specialist, and a library assistant, an ISP assistant and five paraprofessionals. The school facilities include a technology lab, a library with over 7,500 titles and a multi-use room with a full stage. Each classroom has either iPads, laptops or computers and a SMART Board.

### Message From Principal:

Hello John Swett Community, I am enthusiastic to be with you in my fifth year at John Swett.

I am a Bay Area native and graduate of De La Salle high school. I am in my twenty third year as an educator. I mainly taught middle school math for 9 years and I have been an administrator the past 14 years as principal and vice principal. I am thrilled to be part of Martinez and I'm looking forward to continuing to watch all the students grow socially and academically.

At John Swett, I want all students to receive a well rounded education where they will learn lifelong lessons to be great citizens. If students give their best effort everyday in all they do, they will have a successful experience at John Swett and beyond.

Sincerely,  
Mike Cannon  
Principal - John Swett Elementary

### Mission Statement:

"The John Swett community will provide a solid foundation that fosters rigor, relevance, socialization and self-reliance in a changing world"

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	98
Grade 1	75
Grade 2	70
Grade 3	95
Grade 4	82
Grade 5	92
Total Enrollment	512

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	3.7
Filipino	1.4
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	1
White	55.5
Two or More Races	10
Socioeconomically Disadvantaged	18.9
English Learners	6.3
Students with Disabilities	10
Foster Youth	0.2
Homeless	0.8

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	0	27	25	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 10/28/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann Units of Study for Reading and Writing, new adoption Board approved in 2017. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Mathematics	Bridges Math for K-5, new adoption Board approved in 2016. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Science	Pearson Scott Foresman Science for K-5, new adoption Board approved in 2007. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education	Yes	0
History-Social Science	Houghton Mifflin California Social Studies for K-5, new adoption Board approved in 2007. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education	Yes	0
Health	Positive Prevention Plus for K-5. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education	Yes	0

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

John Swett Elementary school has three kindergarten classrooms and sixteen regular classrooms. In addition, there is a large library, a computer lab and the Read Naturally lab. The office building contains a large staff lounge, teachers' work room, nurse's room and rooms for the speech therapist, and psychologist. Our multi purpose room contains a large stage and seating area. It is used for lunch and P.E. classes as well as performances. The school has a sports field, a large black top area and a play structure. There is a separate activity area with a play structure for the Kindergartners. Woodbridge Children's Center has a building where on-site child care is provided.

### 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

**Year and month of the most recent FIT report:** October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good Fair Poor	Good: Gas - no leaks. Fair: HVAC older heating in portables, office. Poor: Sewer has problems with roots
<b>Interior:</b> Interior Surfaces	Fair	Clean and serviceable
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Overall clean - Pest infestation - work in progress with IPM
<b>Electrical:</b> Electrical	Good	No problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Restrooms are due for renovation
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Replace fire panel per fire district. No hazardous materials
<b>Structural:</b> Structural Damage, Roofs	Fair	New roof and gutters installed 2016 - Office/Multi Use roofs need to be replaced. Minor rot in some areas
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair Poor	Security fencing for campus. Windows have no issues. Playground asphalt need to be recoated. Centerblock repairs at junction. Playfield unserviceable, needs renovation. Prune all trees growing onto roof. Remove dead wood from all trees.
<b>Overall Rating</b>	Fair Poor	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	65	53	54	50	50
Mathematics (grades 3-8 and 11)	51	58	42	41	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	260	98.11	1.89	65.00
Male	126	124	98.41	1.59	63.71
Female	139	136	97.84	2.16	66.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	52.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	141	138	97.87	2.13	69.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	26	96.30	3.70	69.23
Socioeconomically Disadvantaged	69	68	98.55	1.45	48.53
English Learners	23	22	95.65	4.35	72.73
Students with Disabilities	31	28	90.32	9.68	17.86
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	260	98.11	1.89	58.08
Male	126	124	98.41	1.59	57.26
Female	139	136	97.84	2.16	58.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	141	138	97.87	2.13	65.94
Two or More Races	27	26	96.30	3.70	42.31
Socioeconomically Disadvantaged	69	68	98.55	1.45	44.12
English Learners	23	22	95.65	4.35	63.64
Students with Disabilities	31	28	90.32	9.68	14.29
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.6	30.6	36.5

Note: 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.



## 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 2019-20)

John Swett Elementary School has a very active/generous PTA and involved parent community. Parents help in the classrooms, on field trips, as well as with after school activities. They raise funds that are used to support our students' education. Parents organize community evenings throughout the year that welcome everyone in our community. Our parent members of the School Site Committee are an integral part of the decision making process at John Swett. The parents of John Swett students are valued and true partners in their children's education.

For additional information about organized opportunities for parent involvement at John Swett Elementary, please contact Mike Cannon at (925) 335-5860.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	2.0	1.5	5.3	4.6	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The site safety plan is reviewed by the staff in the fall and all staff had emergency preparedness training in August. The school conducts fire drills monthly and other procedures throughout the year. John Swett participated in the Great California Shakeout. The performance during drills is reviewed by staff and any procedural revisions are adopted. The Comprehensive School Safety Plan as approved by the Department of Education will be updated to include new guidelines and a district wide safety program has been implemented.

Date of Last Review/Update: 3/2019

Date Last Reviewed with Staff: 8/2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2	3		23		4		20	1	4	
1	22		4		24		3		24		3	
2	22		4		15	2	4		23		3	
3	23		3		24		3		23		4	
4	30		3		29		3		40		3	1
5	24	1	3		24	1	3		130	2	3	2
Other**					7	1						

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,691.47	\$1006.50	\$5,684.97	\$70,850.85
District	N/A	N/A	\$5,886.69	\$72,226.00
Percent Difference - School Site and District	N/A	N/A	-3.5	-2.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-68.0	-0.8

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

## Types of Services Funded (Fiscal Year 2018-19)

John Swett receives services funded by the following sources: Martinez Education Foundation, CTAG Grant, Chevron Texaco Partnership Grants, Shell Oil Company grants, and other local grants (teacher and/or school wide grants to support improved student learning).

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,123	\$46,208
Mid-Range Teacher Salary	\$68,370	\$72,218
Highest Teacher Salary	\$88,518	\$92,742
Average Principal Salary (Elementary)	\$125,902	\$134,864
Average Principal Salary (Middle)	\$130,549	\$118,220
Average Principal Salary (High)	\$129,738	\$127,356
Superintendent Salary	\$188,700	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Martinez Unified professional development focus for the past eight years has been to transform classroom practice to meet the demands of college and career readiness. Content emphasis has been on the implementation of the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the use of technology to transform and enhance instruction. Though each individual school site varies in its particular needs around these areas, as a district the vision for Professional Development is consistent among all schools. As the focus has shifted from the transition to the CCSS to the implementation of the instructional rigor needed to fully address the standards, Professional Learning has had to shift as well. In the past few years, MUSD has emphasized the changes required of educators around key focus areas: mindset, intentionality, instruction, and access.

Professional Development is formally provided to all teachers two full-days a year; one day in August and one in January. In addition to the full-day training provided, three half-day PD release times are provided to our teaching staff. This year these release times have been focused on Writing Calibration across all elementary sites. We have also provided time to train teachers in our new IXL online skill-building platform. This supplemental program provides Tier I differentiated support and a customized learning plan for all K-5 students. Additional opportunities for individual and grade-level specific professional development in other content areas, i.e. EL learners, math, Universal Design for Learning, etc. are also provided based on teacher needs and site requests.

Beginning in 2017-18, and continuing through and into 2019-20, professional development at the elementary level has been focused on the implementation and extension (with the recent addition of a K-2 Phonics Program) of Readers and Writer's Workshop. To support implementation and student learning, MUSD has brought in consultants who are expertly trained in the Columbia Teachers' College Reading and Writing Project model. These coaches have supported our teachers in varying ways over the past three years. Each year professional development has been designed to support teacher and student growth, as well as rigor within this program. Training includes "demo days" where the coaches plan and model instruction with teachers and then, in turn, teachers practice in front of the coaches. The coaches have also spent time with principals discussing the elements of the workshop model, what to look for when conducting classroom observations, and how to give feedback to teachers within the workshop. This has built the capacity of our teachers and principals to sustain the implementation of high-quality instruction within our Balanced Literacy block. In addition, the coaches work with Reading and Writing Support Teachers from each site to provide additional training. The Support Teachers (primary and upper elementary teachers from each site, up to four teachers per site) meet five times a year with the coaches, as well as provide training and support for colleagues at their respective school sites via staff meetings, grade-level training, and 1:1 support.

The JSE teaching staff is implementing Reader's and Writer's Workshop on a daily basis. Teachers who attended a week-long summer training in New York are sharing their knowledge with staff in the area of Writer's Workshop. Through Professional Development teachers are developing mini-lessons and collaboration. Our entire 1st-5th grade is 1:1 with mobile devices. K - 2nd have iPads and 3rd-5th have Chromebooks. Additionally, our Kindergarten classes have one iPad for every two students and each teacher has a MacBook Air to use as well. All teachers are implementing the Bridges math program and receiving professional development in this area. Our entire teaching staff is on Twitter and use this resource as a way to communicate with parents and each other. Teachers have also attended outside professional development opportunities such as Reader's Workshop and Notice and Note.

This is the fourth year we have received SBAC data, teachers are looking at areas of strength and weakness to focus on where they want to attend professional development.