

Marjorie H. Tobias Elementary

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	Marjorie H. Tobias Elementary
Street	725 Southgate Avenue
City, State, Zip	Daly City, CA 94015-3659
Phone Number	(650) 991-1246
Principal	Cathy Macay
Email Address	cmacay@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/
County-District-School (CDS) Code	41689166043897

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/

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

Marjorie H. Tobias Elementary is a K-5 school that provides a safe and nurturing environment where each student is provided the tools to become a life-long learner. Our integrated liberal arts curriculum emphasizes literacy, mathematics, science, higher level thinking skills, fine arts, social studies, ecological awareness, technological preparedness and physical education. We prepare our students to become imaginative, conscientious, responsible, community-minded citizens.

Student groups such as: Office Helpers, Student Council, Peacemakers, Rainy Day Helpers, The Green Team, Flag Monitors, Poster Club, Safety Patrol, and the Yearbook Committee, offer opportunities to provide service to the school community.

Differentiated and Push In English Learner instruction occurs in every grade to support the success and needs of each student. Small group instruction, scaffolding, and one-on-one support is given to assist in mastering rigorous standards set forth by the State of California. When appropriate, students also receive extended, in-depth lessons that go beyond the grade level standards.

The Tobias community prepares productive, responsible citizens who think critically, and act thoughtfully with empathy, in our diverse society. MHT has an active PTA that supports programs such as Young Audiences, Art in Action, and hosts numerous community building events.

The SARC is available on the district website at www.jsd.k12.ca.us and can be made available in hard copy upon request. Please contact the school at 650-991-1246 for information about the SARC.

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

Grade Level	Number of Students
Kindergarten	63
Grade 1	67
Grade 2	65
Grade 3	62
Grade 4	63
Grade 5	58
Total Enrollment	378

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	47.6
Filipino	18
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.8
White	7.1
Two or More Races	11.9
Socioeconomically Disadvantaged	26.2
English Learners	34.7
Students with Disabilities	5.3
Homeless	1.9

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	18	18	16	
Without Full Credential	0	00	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: October 2019

All MHT students are supplied with textbooks and instructional materials in all content areas (please see table below). Additional enrichment materials (science notebooks, binder reminders, homework folders) and other content (art in action, young audiences, field trips) are supplied by the MHT PTA.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark EIA/ELD Curriculum State Approved, Board Adopted in 2019	Yes	100
Mathematics	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	100
Science	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0100
History-Social Science	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th grade)- State Approved, Board Adopted in 2006	Yes	100
Health	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	100

School Facility Conditions and Planned Improvements (Most Recent Year)

Tobias maintains a clean and safe facility. The custodians clean daily and the district maintenance department removes graffiti, repairs vandalism, and broken windows immediately.

Several years ago, voters approved a 52 million dollar bond to renovate district schools. Our school now has upgraded bathrooms, wiring, flooring, and handicapped accessibility.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August, 2019. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)	69	67	49	48	50	50
Mathematics (grades 3-8 and 11)	66	71	36	37	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	181	180	99.45	0.55	66.67
Male	102	101	99.02	0.98	61.39
Female	79	79	100.00	0.00	73.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	82	82	100.00	0.00	73.17
Filipino	25	25	100.00	0.00	80.00
Hispanic or Latino	24	23	95.83	4.17	47.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	56.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	30	100.00	0.00	63.33
Socioeconomically Disadvantaged	50	49	98.00	2.00	44.90
English Learners	75	75	100.00	0.00	68.00
Students with Disabilities	13	13	100.00	0.00	46.15
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	181	181	100.00	0.00	71.27
Male	102	102	100.00	0.00	73.53
Female	79	79	100.00	0.00	68.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	82	82	100.00	0.00	84.15
Filipino	25	25	100.00	0.00	68.00
Hispanic or Latino	24	24	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	68.75
Two or More Races	30	30	100.00	0.00	60.00
Socioeconomically Disadvantaged	50	50	100.00	0.00	62.00
English Learners	75	75	100.00	0.00	73.33
Students with Disabilities	13	13	100.00	0.00	46.15
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	22.0	28.8	30.5

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)

Tobias has many opportunities for parental involvement. Options include: PTA membership/leadership, Field Trip Chaperones, School Site Council Representatives, Classroom Parents, Classroom Volunteers, Year Book Sponsor, Picture Day Coordinators, Talent Show Coordinator, Eagle Olympics Participant, Volunteer Gardener, Passenger Loading Zone Valets, Newsletter Editor, and various committees such as the Art, Read-a-thon, and Science committees. We welcome and encourage parental participation at our school.

For more information about how to become involved, please contact the school at 650-991-1246.

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	1.0	0.3	0.3	2.1	1.9	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Tobias has a comprehensive safety plan with procedures and/or policies for the following:

- a. Child abuse
- b. natural disasters
- c. visitors/staff identification
- d. suspensions and/or expulsions
- e. PBIS & Zero Tolerance
- f. dangerous pupils
- g. sexual harassment
- h. dress code
- i. safe ingress/egress of pupils
- j. Progressive school discipline
- k. action plan
- l. site emergency kit
- m. crisis intervention (CIT) plan
- n. Intruders

The larger safety plan is in the process of being updated to include smokey day procedures and active shooter/intruder procedures. As a site we already have protocols in place and will continue to practice. For smokey days we have procedures similar to rainy day recesses. Also, students sensitive to smoke have access to the library and MUR on moderate days.

Staff practice intruder drills in their classrooms and on the yard during PE.

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	21	1	2		22		3		21	2	1	
1	22		3		22		3		22		3	
2	23		3		21		3		22		3	
3	23		3		22		3		21	1	2	
4	32		2		32		2		32		2	
5	32		2		32		2		29		2	
Other**												

*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*	756.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	

*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	\$11103	\$2595	\$8508	\$78075
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	-1.9	0.8
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	12.5	-5.7

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 2018-19)

Safe Routes to School, donations, Academic Center grant, Measure T funding, Instructional Aides

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

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			5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development is provided to the staff so that everyone is abreast of current instructional techniques that benefit teaching and learning in the classroom. District and County workshops, Common Planning Time on a weekly basis, and monthly staff meetings all focus on optimal instructional practices. Our current professional development, focuses on instruction that address the Common Core State Standards in both Language Arts and Math.

Common Planning Time occurs every Wednesday. Students are released at 1:43 pm affording instructors an opportunity to plan instruction across all CORE curricular areas, analyze assessments, and strengthen teaching practices, for one hour each week. The program was implemented in 2008-2009.