K.I. Jones 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	K.I. Jones Elementary School
Street	2001 Winston Drive
City, State, Zip	Fairfield CA, 94534
Phone Number	(707) 421-4195
Principal	David Marianno
Email Address	davidm@fsusd.org
Website	www.fsusd.org
County-District-School (CDS) Code	48-70540-6051197

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

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

In a collaborative partnership between staff, families and community, K.I. Jones Elementary School inspires each child through educational excellence. K.I. Jones staff fosters a school culture of high expectations, consistency, parent involvement, and acceptance of the individual. The K.I. Jones community recognizes the importance of an environment that integrates academics, personal and social growth. The diversity of the school is valued by the school community and staff works together with all stakeholders to provide a high quality instructional program and an excellent school climate for all students.

The following are especially emphasized at K.I. Jones:
- high academic achievement for all students through excellent first instruction and strategic interventions
- highly engaging learning opportunities/activities
- good behavior and citizenship through the PBIS program
- Science, Technology, Engineering, Art, and Math (STEAM) for all students
- educational technology through use of 1:1 devices for students in grades 1-5
- parental involvement in the classroom and school-wide events through K.I. Jones PTA

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	104
Grade 2	99
Grade 3	128
Grade 4	120
Grade 5	170
Total Enrollment	729

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.8
Asian	4.9
Filipino	9.2
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.7
White	35
Two or More Races	14
Socioeconomically Disadvantaged	37.3
English Learners	3.2
Students with Disabilities	11.5
Foster Youth	0.8
Homeless	0.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	31	30	882
Without Full Credential	4	3	4	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

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	1
Vacant Teacher Positions		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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Mathematics	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

The voters of the community approved a $249 million General Obligation Bond to provide facility upgrades and improvements. Approximately $19 million was allocated to modernize the campus, provide a new administration and kindergarten classrooms with additional safety and security upgrades, upgrade the technology infrastructure, modernize and expand the library media center, install new play equipment and shade structure, and convert the existing administration to classrooms. Construction started in the summer of 2018 and is anticipated to be completed early in 2020. No necessary improvements were identified on the Facility Inspection Tool (FIT).

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: SEPTEMBER 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Renovation
Interior: Interior Surfaces	Good	Renovation
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Renovation
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Renovation
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Renovation
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)	62	64	44	45	50	50
Mathematics (grades 3-8 and 11)	62	63	32	33	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	423	423	100.00	0.00	64.07
Male	215	215	100.00	0.00	59.07
Female	208	208	100.00	0.00	69.23
Black or African American	43	43	100.00	0.00	37.21
American Indian or Alaska Native					
Asian	31	31	100.00	0.00	83.87
Filipino	36	36	100.00	0.00	83.33
Hispanic or Latino	101	101	100.00	0.00	54.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	145	145	100.00	0.00	70.34

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	63	63	100.00	0.00	65.08
Socioeconomically Disadvantaged	154	154	100.00	0.00	51.30
English Learners	28	28	100.00	0.00	50.00
Students with Disabilities	42	42	100.00	0.00	21.43
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	423	423	100.00	0.00	63.12
Male	215	215	100.00	0.00	63.26
Female	208	208	100.00	0.00	62.98
Black or African American	43	43	100.00	0.00	41.86
American Indian or Alaska Native					
Asian	31	31	100.00	0.00	87.10
Filipino	36	36	100.00	0.00	86.11
Hispanic or Latino	101	101	100.00	0.00	52.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	145	145	100.00	0.00	66.21
Two or More Races	63	63	100.00	0.00	66.67
Socioeconomically Disadvantaged	154	154	100.00	0.00	51.30
English Learners	28	28	100.00	0.00	46.43
Students with Disabilities	42	42	100.00	0.00	26.19
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	18.3	25.6	34.8

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)

K.I. Jones has an active parental community and plans many opportunities for parents to be involved in school events and classroom activities. The K.I. Jones Parent Teacher Association partners with the school to assist with meeting school goals and providing enrichment opportunities. Fundraising by parents provides opportunities for students to attend field trips (museums, camps, local sites and arts events) and to enhance the resources provided to the classrooms. Parents support school culture through Family Fun Night, Family Movie Nights, Jog-a-Thon, Carnival. All are offered free to students and their families.

The K.I. Jones School Site Council actively monitors student achievement and school initiatives. Parent involvement in the planning of school goals is critical and welcomed. The Council meets monthly to follow student progress and the implementation of programs in the Single Plan for Student Achievement. The K.I. Jones English Learner Advisory Committee (ELAC) meets regularly and provides important feedback and advice to the School Site Council and administration.
Most importantly, parents are welcomed daily into the school. Teachers welcome parent help in the classrooms, on trips, and with events, and reach out to parents with newsletters, email, text, and phone calls. Parents are critical to student success and their presence and enthusiasm regarding their students' growth is valued by the entire K.I. Jones community.

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	0.5	0.9	1.9	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques. The District has implemented Positive Behavior Interventions (PBIS) The primary goal of PBIS is to establish and maintain a positive school climate and culture thereby increasing positive relationships between students and staff and increased academic engagement. The practices within PBIS place particular emphasis on teaching and recognizing behavioral expectations specifically and consistently. The K.I. Jones School Safety Plan is reviewed twice each year with staff and disaster response drills are held each month of the school year. The School Safety Plan is being discussed and reviewed at the December 2019 and January 2020 School Site Council meetings and is proposed to be approved at January 30, 2020 School Site Council Meeting. Key elements include the following: Bullying prevention, crisis response procedures and responsibilities, and a thorough analysis and response to all aspects of safety at K.I. Jones.

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	23	1	4		18	3	3		22	1	4	
1	26		3		29		3		25		4	
2	21	3	2		25		5		21	2	2	
3	26		5		24		5		24	1	5	
4	28	1	2	2	34			4	25	1	3	
5	28		5		28	1	3	2	27	1	4	2
Other**	8	1			5	1			6	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)	.2
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
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	$6,598.82	$495.24	$6,103.28	$72,119.14
District	N/A	N/A	$5,348.30	$65,688.79
Percent Difference - School Site and District	N/A	N/A	13.2	9.3
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.6	-13.3

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)

.K.I Jones school received funds from the District based on the Local Control and Accountability Plan (LCAP) and its priorities, the state, and donations.

The funds from the federal, state, and district sources must be expended in accordance with policies and guidelines established for those programs.

School priorities for the 2018-19 school year included the following:

- Focused intervention programs for students during the school day and after school in both English/Language Arts and Math

- Purchased supplemental materials in English/Language Arts and Math

- Purchased additional books for the school library

- Supported English Learners with additional instruction and materials

- Provided enrichment classes in robotics, art, drama, music, chorus, technology, and dance

- Improved the school's academic culture with a focus on academic achievement and behavior with assemblies to support

- Celebrated student achievement with awards assemblies with award certificates and honor roll pins

- Improved parental involvement by offering parent education opportunities and family nights (GATE, ELAC, Common Core State Standards, SBAC and MAP testing, Family Chess)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,649	$48,612
Mid-Range Teacher Salary	$71,626	$74,676
Highest Teacher Salary	$89,805	$99,791
Average Principal Salary (Elementary)	$113,400	$125,830
Average Principal Salary (Middle)	$116,344	$131,167
Average Principal Salary (High)	$128,066	$144,822
Superintendent Salary	$248,393	$275,796
Percent of Budget for Teacher Salaries	36%	34%
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	2	2	2

The primary areas of focus for staff development include small group instruction, academic conversations, educational equity, foundational reading instruction and education technology uses. These were selected through a combination of district supported initiatives and K.I. Jones staff priorities. The professional development is offered through a combination of after-school offerings by the site and the district, staff meeting professional development, and individual coaching by administration and site staff. Teachers receive coaching and feedback from site administration through monthly observation data and through regular classroom walk-throughs.