

Thomas R. Pollicita Middle 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	Thomas R. Pollicita Middle School
Street	550 East Market St.
City, State, Zip	Daly City, CA 94014
Phone Number	(650) 991-1216
Principal	Benjamin Turner
Email Address	bturner@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/TRPollicita
County-District-School (CDS) Code	41689166043756

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)

Thomas R. Pollicita (TRP) provides a safe and secure environment in which excellence in academic, social, ethical and physical development is the standard for all students. The staff of TRP believes that 1) Students need to be respected as leaders in order to succeed academically; 2) Students and teachers should come to school to learn and teach; 3) Students should have every opportunity to achieve their highest academic potential; 4) All teachers should hold high expectations for students to achieve their highest personal potential; 5) Increased support for second language learners is aggressively pursued; and 6) Culture and anti-bias perspectives are studied and included in weekly school-wide character building lessons.

Located on the east side of Daly City against the backdrop of San Bruno Mountain, TRP serves 651 sixth, seventh and eighth grade students of diverse backgrounds. Student ethnic breakdown is: 46.1% Latino, 33.3% Filipino, 1.4% African American, 11.8% Asian, 3.4% White, 1.4% Pacific Islander, and 2.6% of Multiple Races.

All of TRP's teachers meet the Federal guidelines set forth by No Child Left Behind and are fully credentialed. All but two teachers are teaching in their credentialed area. TRP's staff have worked to address the academic needs of our Latino, English Learner, and African American students. To do this, teachers have engaged in the Results Oriented Cycle of Inquiry (ROCI); a process of on-going formative assessment, data analysis, and re-engagement which takes place during weekly grade level and department meetings.

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 650-991-1216 for information about the SARC.

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

Grade Level	Number of Students
Grade 6	210
Grade 7	237
Grade 8	230
Total Enrollment	677

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	13.4
Filipino	27.8
Hispanic or Latino	48.9
Native Hawaiian or Pacific Islander	1
White	4.3
Two or More Races	3.1
Socioeconomically Disadvantaged	62.9
English Learners	34
Students with Disabilities	8.1
Homeless	0.9

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	28	28	29	
Without Full Credential	3	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	

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: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync English Language Arts 2018 Hampton-Brown Inside Program (English Learners) 2010- State Approved, Board Adopted 2010 State Approved Prentice Hall curriculum (2010)	Yes	0%
Mathematics	State Approved Connected Mathematics Project 3 (6th-8th grade) published by Pearson (Board Adopted April 2018)	Yes	0%
Science	Prentice-Hall 2007- State Approved, Board Adopted 2007	Yes	0%
History-Social Science	Teacher Curriculum Institute (TCI) 2019 - State Approved, Board Adopted 2019	Yes	0%
Health	Teen Talk Middle School (7th grade) published by Health Connected (Board Adopted March 2017)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

There are 31 classrooms, a library, a multi-use room that serves as the cafeteria during lunch, and an athletic facility that includes a gym with 700 occupancy capacity and an artificial turf field. The school is situated on a tract of land it shares with Susan B. Anthony, bordered by E. Market, Orange and Chester Streets. Susan B. Anthony serves students from kindergarten through fifth grade. Eighth grade students move onto high school where a majority of students attend Jefferson High School and Westmoor High School.

School cleanliness standards that are high at T.R. Pollicita. We have one full-time day custodian who maintains and inspects the buildings daily and a full-time night custodian. Each custodian is responsible for specific areas of the school and rooms to keep clean. When maintenance issues arise a work order is submitted to the district maintenance department using an online work order system, significantly speeding up the resolution of open work orders. The fall of 2015 saw the completion of 19 new classrooms. Phase two of the project began in the summer of 2015 with the demolition of twenty classrooms, the library, the multi-use room and the locker rooms. A new administrative office, library, multi-use room, locker rooms, a pull in, pull out driveway along East Market Street, and the modernization of the twelve remaining classrooms and student restrooms were completed in the fall of 2017.

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 2018. 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: 9/2019

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)	46	45	49	48	50	50
Mathematics (grades 3-8 and 11)	30	31	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	681	663	97.36	2.64	45.25
Male	352	340	96.59	3.41	38.53
Female	329	323	98.18	1.82	52.32
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	90	87	96.67	3.33	62.07
Filipino	190	190	100.00	0.00	61.58
Hispanic or Latino	335	322	96.12	3.88	32.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	26	96.30	3.70	42.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	50.00
Socioeconomically Disadvantaged	438	426	97.26	2.74	37.79
English Learners	411	394	95.86	4.14	35.03
Students with Disabilities	60	60	100.00	0.00	13.33
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	681	679	99.71	0.29	31.37
Male	352	351	99.72	0.28	30.77
Female	329	328	99.70	0.30	32.01
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	90	90	100.00	0.00	57.78
Filipino	190	190	100.00	0.00	43.68
Hispanic or Latino	335	334	99.70	0.30	17.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	27	100.00	0.00	29.63
Two or More Races	22	22	100.00	0.00	40.91
Socioeconomically Disadvantaged	438	437	99.77	0.23	24.94
English Learners	411	410	99.76	0.24	22.44
Students with Disabilities	60	60	100.00	0.00	8.33
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
7	16.7	30.5	33.9

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)

T.R. Pollicita encourages family engagement and involvement in their child's education and has an active Parent Teacher Student Organization (PTSO). The PTSO holds monthly meetings and puts on a variety of different events. Monthly coffees or teas with the principal are held to enable families to give feedback to the principal, provide input on different initiatives, and to get to know different staff members and families. To keep families informed of our academic program, weekly emails are sent to the TRP community. Additionally, the school sends regular reminders via automated emails and phone calls. TRP has three full time counselors who help coordinate counseling services and provide referrals to Star Vista. Parent-teacher conferences were held once during the year after school to give families the opportunity to meet with their English Language Arts teachers and receive benchmark test results and progress in their classrooms. Finally, family and community members sit on our School Site Council and English Learner Advisory Council, which meet quarterly.

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	8.7	8.9	5.3	2.1	1.9	2.1	3.6	3.5	3.5
Expulsions	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

T.R. Pollicita expects and maintains a high priority on student safety and learning by holding monthly safety drills (Fire, Earthquake, Hold and Secure, Lockdown), rewarding students for demonstrating good behavior and offering consequences for students that do not meet classroom and school-wide expectations. Positive Behavior and Intervention Supports (PBIS) are implemented at Pollicita and staff recognize students daily with SPARK (Safe, Positive, Academic, Responsible, Kind) points through the PBIS Rewards App. T.R. Pollicita's administrators focus on maintaining a safe and orderly environment for students and staff through the use of assemblies that explicitly inform students of expectations, the support of campus supervisors who carry out administrative directives for orderly behavior in common areas and classrooms, and counseling sessions (group or individual) when students have a difficult time adhering to expectations. Our belief is that if students are concerned for their safety or are experiencing a crisis, they will not be able to focus and do their best. Likewise, staff members aren't able to teach effectively if they are concerned for the safety of the students in their classrooms. Taking a proactive approach to building tolerance, preventing bullying and ensuring a safe and stable learning environment, weekly character building activities are taught in our advisory classes which address issues such as Respect and Responsibility, Respecting Other Cultures, and Setting and Achieving Goals. In addition, our Peer Mediation/Restorative Justice students are trained to facilitate conflicts between students. Administrators notify parents and families when issues of safety and inappropriate behavior arise.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	16	20	4	21	11	28		24	7	32	
Mathematics	23	5	12	3	20	8	13		22	10	9	3
Science	26	3	10	4	25	3	12	1	24	5	6	8
Social Science	27	2	11	3	26	3	12	1	27	2	11	4

*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.

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

Title	Ratio
Academic Counselors*	338.5

*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)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	
Other	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	\$11134	\$2759	\$8375	\$77533
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	-3.5	0.1
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	10.9	-6.4

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)

- After-School Tutoring and Homework assistance
- After-School Program till 6 p.m. daily
- Student Assemblies
- Student Field Trips
- Student Conferences/Workshops
- Parent Teacher Conferences
- Staff Conferences/Workshops
- Counseling Services
- Counselor

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	4	4	4

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

T.R. Pollicita provides Professional Development (PD) to all staff members. All PD workshops and conferences are in alignment with the District Local Control Accountability Program (LCAP). All Reading, Social Studies, and Science teachers have been trained in Constructing Meaning engagement strategies to facilitate their students' participation in structured academic discussions and improve their academic writing. The English Language Development (ELD) Team has ensured that our English Learners have access to a 30 minute ELD block. To improve Mathematics instruction TRP teachers are focusing on two of the four Standards for Mathematical Practice: 1) Improving students ability to make sense of problems and persevere in solving them and 2) Constructing viable arguments and critiquing the reasoning of others.