

# Tremont Elementary

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Tremont Elementary
<b>Street</b>	355 Pheasant Run Dr.
<b>City, State, Zip</b>	Dixon, Ca, 95620-4219
<b>Phone Number</b>	707-693-6320
<b>Principal</b>	Tori Peterson, Principal
<b>Email Address</b>	tori.peterson@dixonusd.org
<b>Website</b>	<a href="http://tremont.dixonusd.org/">http://tremont.dixonusd.org/</a>
<b>County-District-School (CDS) Code</b>	48705326110282

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
Website	www.dixonusd.org

## School Description and Mission Statement (School Year 2020-2021)

Dixon Unified School District is comprised of 3 Elementary Schools, 1 Middle School, 1 High School, and an Alternative High School. Tremont's population is approximately 391 student's kindergarten through 5th grade. Tremont Elementary School promotes high academic success through high expectations and rigorous academic instruction. Tremont encourages active student engagement by providing each student with a diverse education in a safe, supportive, nurturing environment that promotes self-discipline, motivation, and excellence in learning. The Tremont team joins the parents and community to assist the students in developing 21st-century skills to become independent and self-sufficient life-long learners who will succeed and contribute responsibly in a global society. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include the School Site Council (SSC), English Learner Advisory Council (ELAC) and Local Control Accountability Plan (LCAP).

We strive to meet the needs of each of our students by adhering to the District's core vision and beliefs, which serves as guiding principles for site-level planning. The guiding core vision is: Plan and act to meet our students' needs first, engage students in learning through innovative and effective instruction, invest in the growth and development of our staff, support learning through modern technology and safe facilities, and ensure on-going, measurable improvement through collaborations. All of these are the foundation of the district vision of: To close the achievement gap by preparing all students for college and career readiness and success in a global society. Tremont's Vision is to provide a strong sense of community.

### About Our School

The purpose of the California Dashboard is to provide students and parents with information about our school's instructional programs, academic achievement, student activities, materials and facilities, and staff. Information about our district, Dixon Unified School District, is also provided. Parents and the community play an important role in our school by volunteering in the classroom, contributing to fundraisers, and supporting the school programs. The school staff strives to inform the community about the school's educational program, student achievement, and extracurricular activities. We value:

Students – first in everything we do

Community – meaningful and supportive relationships

Collaboration – essential to student success

Respect – for each and every one

Achievement – high expectations improve performance

### We Believe...

- All students can learn.
- Students are our first priority.
- Students benefit from family and community support.
- All people have worth.
- High expectations improve performance

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	53
Grade 1	66
Grade 2	75
Grade 3	68
Grade 4	70
Grade 5	82
Total Enrollment	414

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.2
Asian	1.4
Filipino	1.2
Hispanic or Latino	51.4
White	35.5
Two or More Races	4.6
Socioeconomically Disadvantaged	51.2
English Learners	16.7
Students with Disabilities	19.1
Foster Youth	0.5
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	22	22	144
Without Full Credential	2	2	1	7
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California National Geographic Reach for Reading (Kindergarten - 1st grade) (Adopted 2017) Benchmark Advance (2nd - 5th grade) (Adopted 2017)	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Adopted 2015)	Yes	0.00 %
Science	Harcourt - California Science	Yes	0.00 %
History-Social Science	Pearson Scott Foresman - History-Social Science For California	Yes	0.00 %

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

## School Facility Conditions and Planned Improvements

Tremont is a 29-year-old school that meets all state requirements for school facilities. The campus currently contains 35 portable classrooms, a multipurpose room, library, black top area and grass field for activities, two play structures, and an administration office. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have W IFI capabilities. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. The front office is projected to undergo a reconfiguration during the summer of 2021, to allow the campus to be secure during school hours, and force all visitor traffic to check in with the front office.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Poor	The District has completed a Facilities Needs Assessment and has passed A General Obligation Facility Improvement Bond. Over the next few years, the District will be engaged in several modernization projects.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Fair	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Fair	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Fair	
<b>Overall Rating</b>	Fair	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	51	N/A	41	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

Parents have numerous opportunities to participate in their children’s education. Our parents are very active; however, we continue to seek more ways to keep the lines of communication open. Tremont values and includes all stakeholders in the educational process. At school, parent participation is active and a key component of our culture. Family members contribute to the Tremont community in many ways, including volunteering in the classroom, attending parent education classes, organizing and assisting in daily school activities, and participating in committees. The School Site Council (SSC) and Teacher Parents Organization (TPO) invite parent/guardian involvement in school planning and activities. School Site Council Committee (SSC) help plan and evaluate the overall school program and approval of yearly budget expenditures. The English Language Advisory Committee (ELAC) assists in assessing the needs of and offering support to English Learners. The Teacher-Parent Organization raises money for the school to use each year. Family volunteers staff other school-wide events such as book fairs, movie nights, holiday parties, festivals, and school beautification efforts. Weekly newsletters ensure that parents/guardians are informed about curriculum, activities, and functions at Tremont. Parents are also encouraged to participate in the Local Control Accountability Plan (LCAP) district committee to help plan and evaluate local school funding.



## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	1.9	6.9	6.7	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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Maintaining the safety and security of students and staff at Tremont Elementary School is a priority in our daily operations and long-term planning. When family members, volunteers, or representatives from outside agencies visit the campus, they first report to the office where they sign in and acquire a visitor badge. This protocol is encouraged with signage and reinforced by staff members. Students are supervised during all parts of their day. Certificated staff provides instruction and oversight during class time while classified staff supervises students during recess and lunch periods. The Comprehensive School Safety Plan is in compliance with Senate Bill 187. Yearly, the committee meets to review materials within this Safety Plan. In addition to an Incident Command structure, this document outlines responses to fires, floods, earthquakes, toxic spills, and campus intrusions. Specific instructions for staff and student responses are outlined in the plan. All staff and students practice fire drills monthly and lockdown drills at least four times a year to reinforce the procedures outlined in our Safety Plan. Should such a situation arise, school staff will remain on duty to ensure the welfare of all Tremont students until it is feasible and appropriate for parents and guardians to pick them up. The school maintains necessary first aid supplies in designated locations and these are inventoried and replaced each year

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	3		21	1	3		25		2	
1	25		2		23		3		21	2	1	
2	24		3		21		3		30		2	1
3	20	4			26		3		21	1	2	
4	33		1	1	27		3		29		2	
5	28		3		27	1		2	30		2	
6	31		3									
Other**	12	1							14	3	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,295.00	\$769.00	\$5,526.00	\$59,743.00
District	N/A	N/A	\$8,559.00	\$62,062.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750.00	\$75,706.00
Percent Difference - School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2019-2020)

Tremont Elementary receives Title I Funding and the School Site Council approved the School Plan for Student Achievement (SPSA) in August 2020. The SPSA included the following: funds to provide support through additional staff for Intervention and English Language Development instruction, Professional Development opportunities for staff, afterschool intervention tutoring, improvement of school climate and student behavior through Soul Shoppe and Positive Behavior Intervention and Supports (PBIS), Social-Emotional Learning (SEL) groups through Solano County Office of Education and supplementary materials and technology to provide additional support to the Common Core State Standards (CCSS). Our programs are adaptable to meet the needs of each child and student enrollment shifts as students achieve learning goals and others are identified to receive assistance.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,974	\$47,145
Mid-Range Teacher Salary	\$64,867	\$74,952
Highest Teacher Salary	\$86,402	\$96,092
Average Principal Salary (Elementary)	\$102,491	\$116,716
Average Principal Salary (Middle)	\$110,987	\$120,813
Average Principal Salary (High)	\$114,458	\$131,905
Superintendent Salary	\$187,101	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	46	21	42

Ongoing professional development of staff is an important part of improving our school programs and student achievement. Teachers have weekly collaboration time and at least 3 paid non-pupil professional development days throughout the school year and are encouraged to attend workshops and conferences both during the school year and during the summer months, paid for by DUSD. Professional Development at Tremont Elementary School is currently focused on: math instructional practices, supporting English Language Learners, AVID implementation of practices, Next Generation Science Standards (NGSS), classroom management strategies to increase student engagement, technology integration, and administering and using online Benchmark/ Math data to inform instruction using IO.

These focus areas were selected in conjunction with the District's LCAP goals. All certificated and classified staff participate in trainings to support social-emotional learning and Positive Behavior Intervention and Supports. For certificated and classified, we emphasize instructional strategies for diverse learners with a wide range of abilities. The Dixon Unified School District is also involved in the Beginning Teacher Induction Program assigns new teachers with a mentor teacher. This program is a two-year mandatory program for all new beginning teachers. We understand the critical role that staff development plays in improving student achievement and we, as a community of learners, value learning at all levels.