

Tremont Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.



Tori Peterson, Principal

Principal, Tremont Elementary

About Our School

The purpose of the School Accountability Report Card 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 extra curricular 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.

Contact

Tremont Elementary
355 Pheasant Run Dr.
Dixon, CA 95620-4219

Phone: 707-693-6320
E-mail: tori.hakon@dixonusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
E-mail Address	bdolan@dixonusd.org
Web Site	http://www.dixonusd.org

School Contact Information (School Year 2018—19)	
School Name	Tremont Elementary
Street	355 Pheasant Run Dr.
City, State, Zip	Dixon, Ca, 95620-4219
Phone Number	707-693-6320
Principal	Tori Peterson, Principal
E-mail Address	tori.halcon@dixonusd.org
Web Site	http://tremont.dixonusd.org/
County-District-School (CDS) Code	48705326110282

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Description

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 460 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 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 to the global market. 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 School Site Council (SSC), English Learner Advisory Council (ELAC) and Local Control Accountability Plan (LCAP).

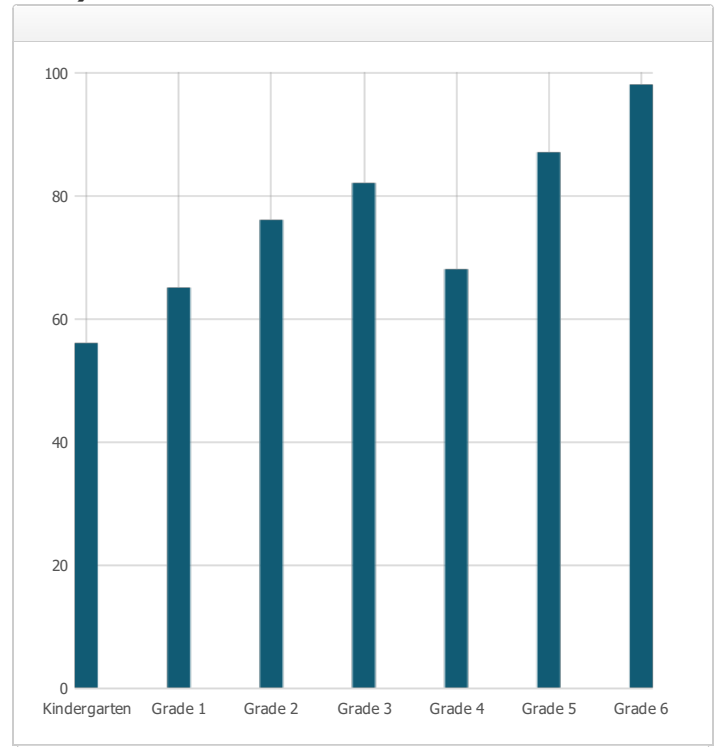
Mission Statement

We strive to meet the needs of each of our students by adhering to the District's core beliefs and vision, which serve 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.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	56
Grade 1	65
Grade 2	76
Grade 3	82
Grade 4	68
Grade 5	87
Grade 6	98
Total Enrollment	532



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.4 %
Asian	0.8 %
Filipino	1.5 %
Hispanic or Latino	50.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	39.1 %
Two or More Races	3.9 %
Other	2.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.3 %
English Learners	21.8 %
Students with Disabilities	14.3 %
Foster Youth	1.1 %

A. Conditions of Learning

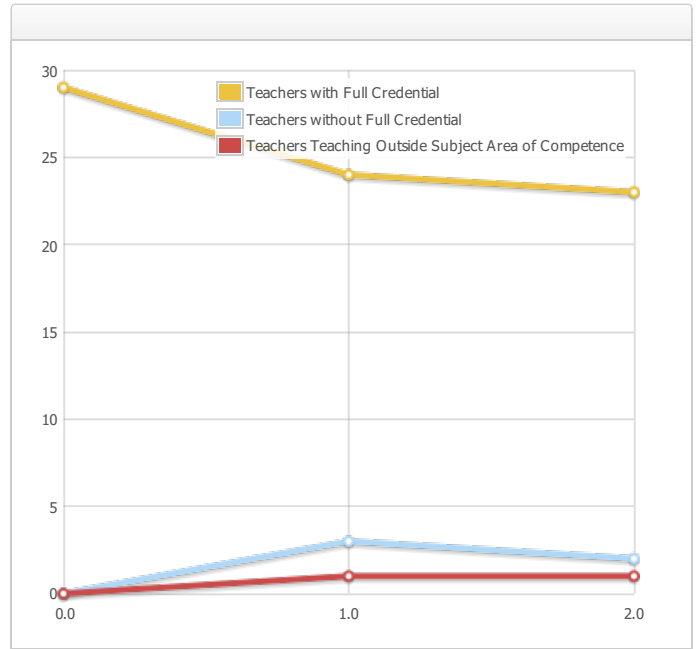
State Priority: Basic

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

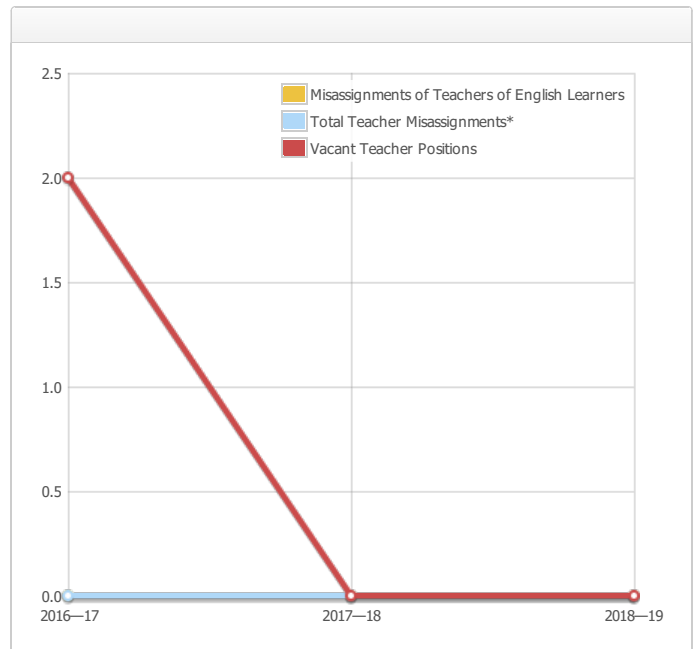
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	24	23	150
Without Full Credential	0	3	2	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	5



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	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.

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and 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) Benchmark Advance (2nd - 5th grade)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Kindergarten - 5th grade)	Yes	0.0 %
Science	Harcourt - California Science (Kindergarten - 5th grade)	Yes	0.0 %
History-Social Science	Pearson Scott Foresman - History Social Science For California (Kindergarten - 5th grade)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

Tremont is a 22 year old school that meets all state requirements for school facilities. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. All classrooms/spaces have Internet access and phones.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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Last updated: 2/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	47.0%	40.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	32.0%	31.0%	34.0%	37.0%	38.0%

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.

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	340	335	98.53%	46.71%
Male	187	186	99.47%	40.00%
Female	153	149	97.39%	55.03%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	166	162	97.59%	39.13%
Native Hawaiian or Pacific Islander	--	--	--	
White	137	136	99.27%	53.68%
Two or More Races	13	13	100.00%	53.85%
Socioeconomically Disadvantaged	173	170	98.27%	34.32%
English Learners	97	94	96.91%	43.01%
Students with Disabilities	46	41	89.13%	5.00%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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.

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	335	97.95%	31.94%
Male	189	186	98.41%	31.72%
Female	153	149	97.39%	32.21%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	167	162	97.01%	24.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	138	136	98.55%	39.71%
Two or More Races	13	13	100.00%	38.46%
Socioeconomically Disadvantaged	175	170	97.14%	23.53%
English Learners	97	94	96.91%	27.66%
Students with Disabilities	48	41	85.42%	2.44%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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.

Last updated: 1/31/2019

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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	14.1%	35.3%	23.5%

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.

Last updated: 1/31/2019

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 2018—19)

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 school to use each year. Family volunteers staff other school-wide events such as book fairs, movie nights, Holiday Party, 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 Local Control Accountability Plan (LCAP) district committee to help plan and evaluate local school funding.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

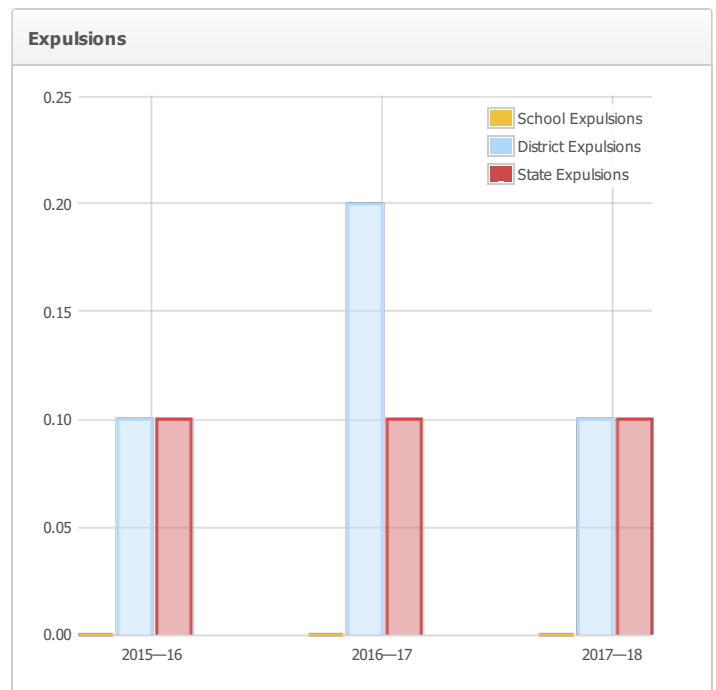
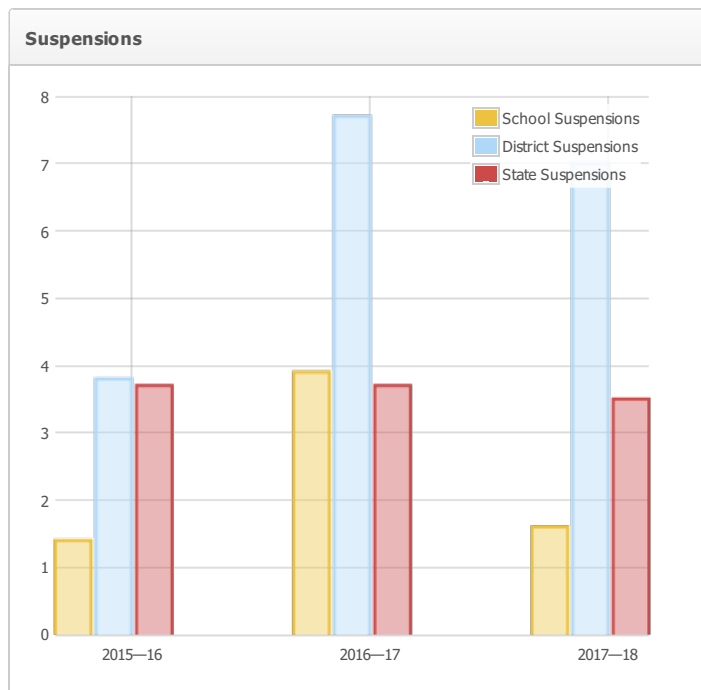
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.4%	3.9%	1.6%	3.8%	7.7%	7.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

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 response are outlined in the plan. All staff and students practice fire drills monthly and lock down 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.

Last updated: 1/31/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	23.0		4	
2	25.0		3	
3	25.0		3	
4	30.0		3	
5	29.0		3	
6	25.0	1	3	
Other**	8.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	2	2	
1	23.0		3	
2	21.0	2	2	
3	21.0		3	
4	27.0		3	
5	30.0		3	
6	26.0	1	3	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	25.0		2	
2	24.0		3	
3	20.0	4		
4	33.0		1	1
5	28.0		3	
6	31.0		3	
Other**	12.0	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.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

	Expenditures Per Pupil	Expenditures Per Pupil
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Level	Total Expenditures Per Pupil	(Restricted)	(Unrestricted)	Average Teacher Salary
School Site	\$5336.0	\$81.0	\$5254.0	\$76362.0
District	N/A	N/A	\$8191.0	\$67304.0
Percent Difference – School Site and District	N/A	N/A	-35.9%	7.1%
State	N/A	N/A	\$7125.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-26.3%	7.0%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

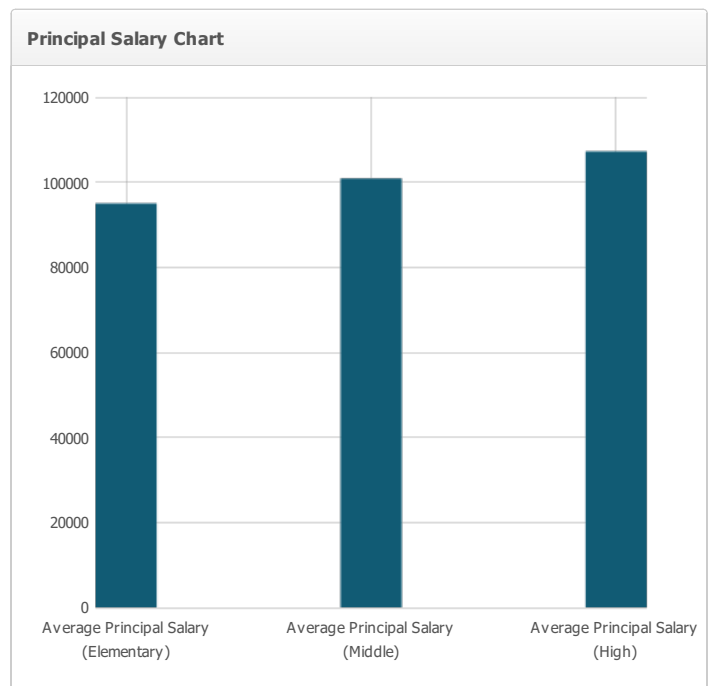
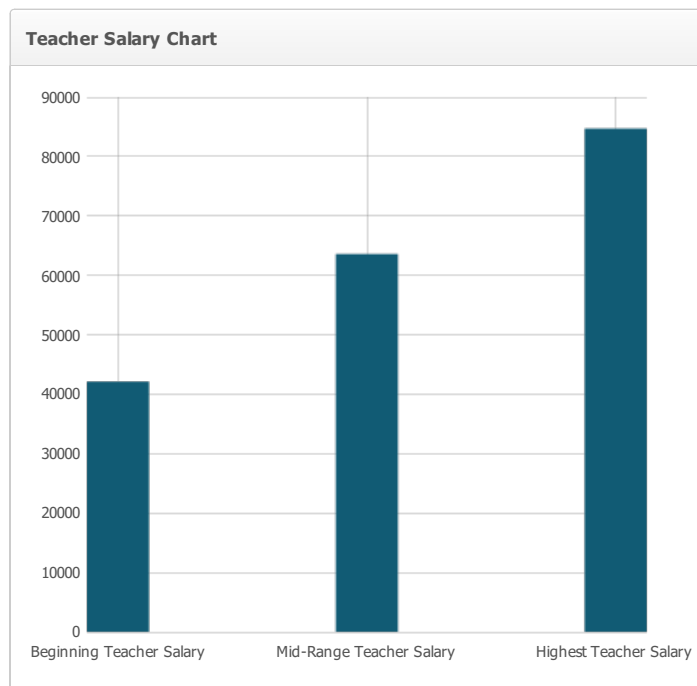
In addition to general fund state funding, Dixon Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, Special Education, and support programs funds for: Education Protection Account Lottery; Instructional Materials Medi-Cal Billing Other Local; Locally Defined Special Education Lottery; Unrestricted Title I, II, and III.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,131	\$45,681
Mid-Range Teacher Salary	\$63,595	\$70,601
Highest Teacher Salary	\$84,708	\$89,337
Average Principal Salary (Elementary)	\$95,011	\$110,053
Average Principal Salary (Middle)	\$100,890	\$115,224
Average Principal Salary (High)	\$107,240	\$124,876
Superintendent Salary	\$183,432	\$182,466
Percent of Budget for Teacher Salaries	37.0%	33.0%
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/>.



Last updated: 12/18/2018

Professional Development

Professional Development:

All training and curriculum development activities at Tremont Elementary are aligned to the California Content Standards. During the past three years, Tremont Elementary staff participated in staff development activities held on early release days and dedicated (non-student) staff development days. Training concentrations included:

Site Training:

- Depth of Knowledge I and II
- English Learners - ELD Standards, ELPAC, Sentence Frames
- Go Math
- Universal Access (UA) Support
- Positive Behavior Intervention and Support (PBIS)

- Nurtured Heart
- Soul Shoppe

District Training:

- New teacher induction program (BTSA)
- Common Core State Standards Strategies for Special Ed students
- EL Achieve
- PBIS
- Go Math
- Google Classroom
- CAASPP &ELPAC Trainings
- Next Generation Science Standards
- Grade Level Release days to create math pacing guides
- Target Solutions
- Writing: A3WP grades K-2
- ALD- engagement Strategies
- RTI/SPED with Julie Webb
- AVID Introduction
- Benchmark
- Nurtured Heart

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Tremont Elementary supports ongoing professional growth throughout the year during CPT Wednesdays and non-instructional days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Tremont Elementary offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

Last updated: 2/1/2019