



Jefferson Elementary School

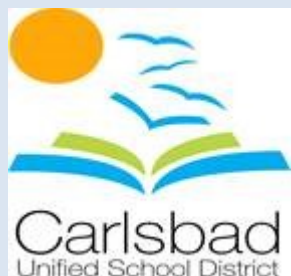
3743 Jefferson Street • Carlsbad CA, 92008 • (760) 331-5500 • Grades K-5

Carla Bos, Principal

carla.bos@carlsbadusd.net

<https://jefferson.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Carlsbad Unified School District

6225 El Camino Real

Carlsbad CA, 92008

760-331-5000

www.carlsbadusd.k12.ca.us

District Governing Board

Veronica Williams, President

Claudine Jones, Vice President

Elisa Williamson, Clerk

Ray Pearson, Member

Kathy Rallings, Member

District Administration

Benjamin Churchill, Ed. D.

Superintendent

Mr. Chris Wright

**Assistant Superintendent, Business
Services**

Mr. Rick Grove

**Assistant Superintendent,
Personnel Services**

Dr. Robert Nye

**Assistant Superintendent,
Instructional Services**

School Description

Jefferson Elementary School is an authorized International Baccalaureate (IB) Primary Years Programme School. This opportunity opens doors for children from around the district to enroll in an academic program that emphasizes global learning through the inquiry approach. In addition, students receive a second language option. Currently, through a multifaceted approach, students will receive direct instruction in Spanish by a credentialed Spanish teacher and classroom activities that give students the opportunity to read, write and speak in Spanish. The teachers are trained in the IB program and use the site-developed curriculum called Programme of Inquiry which includes the following themes: Who We Are, Where We Are in Space and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves and Sharing the Planet. Students demonstrate their mastery of state standards in ELA, Math, Science, Social Studies and Art within this framework. In addition, Jefferson also provides many opportunities for students in the arts, science, technology, physical education, and community service learning. During the instructional day, students receive weekly art, music, PE and garden/nutrition lessons. Our Library Media Technician and Technology Instructional Assistant support students in researching topics, utilizing technology innovatively and accessing open educational resources. They also support students in digital citizenship and academic integrity. Before school and afterschool electives provided by our teachers include Band, Makerspace, Ballet Folklorico, Beginning and Intermediate Spanish, Beginning and Intermediate American Sign Language, Kids for Peace, Soccer, Basketball, Running Club, Chess, Art, Yoga, and Drill Team. In addition, our Genius Hour gives students an opportunity to participate in a project of their choosing. Genius hour electives include: KJEF news, Choir/Dance, Home Economics, Storm Water Pollution Prevention Program (SWPPP), STEAM, and Yearbook. Our very own award-winning author, Shelley Thomas, spends time with each class throughout the year as the Story Queen spreading the love of literacy. Academic field trips in Grades 1st-5th provide hands-on experiences to support IB themes and give students authentic real world experiences.

All grade levels participate in programs throughout the year that allow them to focus on the environment and the world around them, as well as their place in it. TK and Kindergarten focus on how things grow and change. Both First and Second grade participate in our award-winning programs focused on environmentalism as well as looking at the business model through a student's eye. Third graders conduct environmental studies in the local lagoons and learn about the native habitat. Fourth graders learn about local and California history and resources. Fifth graders learn about entrepreneurship at the Junior Achievement's Biz Town. In addition, they participate in IB Exhibition, which is a culminating collaborative project in which they identify, investigate and offer solutions to real-life issues or problems. Kids for Peace, now a worldwide organization started at Jefferson, is another one of our award winners, which continues to provide for those in need while bolstering up the message that peace starts with me. Other school-wide projects include monthly IB Rallies, Healthy Choices Week, Safety Awareness Week, the Great Kindness Challenge, the annual talent show, and the Olympics.

Jefferson continues to offer a fitness program aptly named Motion: Fitness for the body, mind, and spirit. This is a daily exercise program, or Work Out of the Day (WOD), which encourages higher levels of fitness and mindfulness to ensure that students are better prepared for the learning environment. Our school boasts dedicated teachers, vested community support, and student/family school connectedness, which results in high achievement. At Jefferson, we are committed to providing a rigorous, well-rounded curriculum that not only supports the academic growth of every student, but also the social and emotional growth, developing each child as a life-long learner and contributing citizen of our school community.

Carla Bos, PRINCIPAL

About the SARC

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 106 |
| Grade 1 | 74 |
| Grade 2 | 70 |
| Grade 3 | 76 |
| Grade 4 | 56 |
| Grade 5 | 80 |
| Total Enrollment | 462 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 2.2 |
| Filipino | 0.2 |
| Hispanic or Latino | 53.5 |
| White | 35.9 |
| Two or More Races | 7.4 |
| Socioeconomically Disadvantaged | 51.9 |
| English Learners | 25.5 |
| Students with Disabilities | 16.7 |
| Foster Youth | 0.2 |
| Homeless | 2.6 |

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 for Jefferson Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | 23 | 23 | 21 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Carlsbad Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 572 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Jefferson Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

The Carlsbad Unified School District provided professional development days prior to the 2018-2019 school year. This included both district-wide professional development for all staff as well as site based professional development activities. In addition, each site offers professional development activities throughout the year based on the needs of the students and staff.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Each elementary school in Carlsbad Unified uses Board adopted materials as the primary curriculum for instruction. Instructional Materials adoptions follow Board Policy procedures and CUSD follows the windows for adoption as recommended by the State Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-----------------------------------|---|
| Reading/Language Arts | Kinder: Houghton Mifflin Journeys, CA Edition 1st - 5th Grades: Benchmark CA Edition Adopted 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Go Math! Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | K: Houghton Mifflin 1-5: Harcourt Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | McGraw Hill Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | MacMillan: Spotlight on Music for K-5 Music Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/29/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | LOUNGE: STAINED CEILING TILES |
| 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 | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---------------|---|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 57 | 62 | 74 | 76 | 50 | 50 |
| Math | 53 | 55 | 66 | 68 | 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 14.9 | 18.4 | 26.4 |

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 223 | 216 | 96.86 | 62.33 |
| Male | 118 | 113 | 95.76 | 54.46 |
| Female | 105 | 103 | 98.10 | 70.87 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 122 | 120 | 98.36 | 49.17 |
| White | 71 | 66 | 92.96 | 76.92 |
| Two or More Races | 22 | 22 | 100.00 | 86.36 |
| Socioeconomically Disadvantaged | 133 | 131 | 98.50 | 47.69 |
| English Learners | 80 | 78 | 97.50 | 38.46 |
| Students with Disabilities | 56 | 56 | 100.00 | 26.79 |
| 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 223 | 218 | 97.76 | 55.05 |
| Male | 118 | 114 | 96.61 | 57.89 |
| Female | 105 | 104 | 99.05 | 51.92 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 122 | 121 | 99.18 | 42.15 |
| White | 71 | 67 | 94.37 | 68.66 |
| Two or More Races | 22 | 22 | 100.00 | 86.36 |
| Socioeconomically Disadvantaged | 133 | 132 | 99.25 | 40.91 |
| English Learners | 80 | 80 | 100.00 | 41.25 |
| Students with Disabilities | 56 | 56 | 100.00 | 12.50 |
| 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.

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)

Our School Site Council (SSC), which includes five elected parent members, meets throughout the year to support all school programs and initiatives and approves the school's annual School Plan for Student Achievement (SPSA) plan and site budget. In addition, our English Learner Advisory Council (ELAC) brings parents of students who are learning English into leadership and committee positions at the site. Our school PTA, with the support of a team of volunteer coordinators, Jefferson parents, and community members, works hard to provide programs, activities, and events that benefit students and foster a sense of community with parents, students, and staff. Our monthly Coffee with the Principal provides a forum for parents and community to meet with the principal and discuss relevant and timely topics and ideas. Parents are always invited into the school to volunteer, visit, and to attend programs.

Other parent and community involvement includes the support of the Urban Youth Collaborative, North Coast Calvary Chapel, Christian Surfers, Village Presbyterian Church, Concrete and Canvas, Agrarian Craft Landscape, Costco, Lowe's, Sage Garden Project, USAopoly, Assistance League, and the Rotary. Through these partnerships, Jefferson has benefited from school beautification, much needed PE and recess equipment, backpacks and school supplies for every student, reading programs, holidays dinners for needy children, and book giveaways for all Jefferson students. Parents volunteer in the classroom, for the PTA Reflections art contest, the Jog-A-Thon, teacher appreciation days, school performances, Multicultural Festival, Rock and Roll Night, and much, much more. For more information about volunteer opportunities please contact our school office at (760) 331-5500, our PTA at jefpta@carlsbadusd.net or visit our school website at <https://jefferson.schoolloop.com/>

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.

School Safety Plan

We revise and update our school safety plan each year in the fall. Our current school safety plan meets all federal, state, and district standards for a comprehensive school safety plan. It addresses prevention, planning, responding, and recovering from possible threats (earthquakes, intruders, fires) to ensure the safety of students, staff, and visitors. Our counselors, psychologists, and site administrators are extensively trained in threat assessment techniques by nationally recognized experts in school-threat assessment. To ensure safety on our campus, a school site safety committee conducts inspections to identify potential hazards. We have also developed a disaster preparedness plan, and we conduct regular fire and earthquake drills to familiarize staff and students with emergency procedures. Our school site is also monitored for physical safety. Play structures, sidewalks, and the school's landscaping are maintained at a high standard for student safety and undergo regular inspections. A new visitor check-in system is being implemented, requiring all visitors to sign in and out.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.0 | 1.6 | 1.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 2.0 | 2.2 | 2.3 |
| Expulsions Rate | 0.1 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .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 Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.4 |
| Resource Specialist (non-teaching) | 2.1 |
| Other | .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.

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 | 22 | 1 | 4 | | 19 | 3 | 3 | | 18 | 5 | 1 | |
| 1 | 28 | | 2 | | 22 | | 3 | | 24 | | 3 | |
| 2 | 26 | | 2 | | 27 | | 3 | | 23 | | 3 | |
| 3 | 24 | | 3 | | 29 | | 2 | | 25 | | 3 | |
| 4 | 25 | | 3 | | 34 | | 1 | 1 | 28 | | 2 | |
| 5 | 29 | | 3 | | 32 | | 1 | 2 | 27 | | 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.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$47,129 | \$51,374 |
| Mid-Range Teacher Salary | \$76,820 | \$80,151 |
| Highest Teacher Salary | \$107,077 | \$100,143 |
| Average Principal Salary (ES) | \$130,740 | \$126,896 |
| Average Principal Salary (MS) | \$134,673 | \$133,668 |
| Average Principal Salary (HS) | \$146,525 | \$143,746 |
| Superintendent Salary | \$235,000 | \$245,810 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37% | 35% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 8,656 | 2,674 | 5,982 | 78,365 |
| District | N/A | N/A | 5,473 | \$81,643.00 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 8.9 | -4.1 |
| School Site/ State | -22.6 | -4.6 |

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.