

# Thomas Jefferson Middle School

305 Griffith Avenue • Wasco, CA 93280 • (661) 758-7140 • Grades 6-8

Mr. Danny Arellano, Principal

[daarellano@wuesd.org](mailto:daarellano@wuesd.org)

<http://jefferson.wuesd.org/>

## 2018-19 School Accountability Report Card

Published During the 2019-20 School Year

### Wasco Union Elementary School District

1102 5th Street  
Wasco, CA 93280  
(661) 758-7100  
[www.wuesd.org](http://www.wuesd.org)

#### District Governing Board

Cherylee Wegman  
Richard Reding  
Anna Poggi  
Danny Rueda  
Luis Fernandez

#### District Administration

Mr. Kelly Richers  
**Superintendent**  
Mr. Brad Maberry  
**Assistant Superintendent of  
Student Services**  
Mr. David Bowling  
**Assistant Superintendent of  
Curriculum & Instruction**  
Mrs. Angela Devin  
**EL & Early Literacy Coordinator**

### School Description

The mission of the Wasco Union Elementary School District (WUESD) is to provide all students an education which promotes lifelong learning, an appreciation for diversity, and responsible citizenship. The WUESD vision is to provide "Academic Excellence for ALL Students". To do this, our staff is committed to working continuously in providing a well-paced & well-rounded learning experience for every student. Be assured we will strive to establish & maintain a safe, positive and nurturing school experience.

Our goal is to provide a school learning community where all students are physically and emotionally safe to explore their personal interests as well as fundamental studies in core curriculum such as Mathematics, English, History, & Science.

We are committed to supporting these goals by providing relevant instruction to connect students to real world problems that require critical thinking skills and teamwork. In addition, a place where all students are held to high personal standards of ethical conduct. In addition, we are focused on creating and implementing curriculum and instruction to provide all students college/career awareness while at the same time stimulating their creativity and imagination.

## 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
Grade 7	408
Grade 8	377
Total Enrollment	785

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
Asian	0.3
Filipino	0.1
Hispanic or Latino	94.8
White	2.9
Socioeconomically Disadvantaged	88.3
English Learners	22.7
Students with Disabilities	7.8
Foster Youth	0.1
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Thomas Jefferson	17-18	18-19	19-20
With Full Credential	35	31	21
Without Full Credential	2	5	10
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wasco Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Thomas Jefferson Middle 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.

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

The Wasco Union Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. The district held a public hearing on August 29, 2017, and determined that Thomas Jefferson Middle School has sufficient and good-quality textbooks or instructional materials, pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards aligned textbooks in core subjects for use in the classroom. All textbooks and instructional materials used within the district are aligned with the California State Board of Education Content Standards and Frameworks. Wasco Union Elementary School District follows the Board of Education's seven-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in visual and performing arts and health. The chart displays the list of textbooks currently in use.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 08/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt: Collections 6-8 California, (2017) Houghton Mifflin Harcourt: English 3D, California, Course A & B (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw Hill: Math Course 1-3, California (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Accelerate Learning: STEMscopes CA NGSS Earth & Space, Life Science, Physical Science (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill: World History & Geography California (2019) McGraw Hill: United States History & Geography California (2019) Pearson: myWorld Interactive Ancient Civilizations (2019) 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)

Thomas Jefferson Middle School (TJMS) provides a safe and clean environment for students, staff, and parents. The school provides an appropriate learning environment for students and staff. There are approximately 40 classrooms. Additionally, there's a site library and gymnasium for other learning opportunities. There are yard supervisors on campus before the first bus arrives to ensure student safety. Only students are allowed to enter the campus. All others, including parents, must enter through the front office, sign in, and carry a visitor's badge while on campus. The badge is created only after a visitor is registered into the school's Raptor System which essentially serves as a digital scanner that is tied to the national database of sex offenders. (This system will notify us to deny entry.)

Breakfast is served to all students who desire to eat before school/classes begin. A total of nine part-time yard supervisors as well as one full-time campus monitor meet with administration on a regular basis to discuss any pending issues related to student safety. The school facility provides ample classroom and playground space, office space, and multiple well-equipped staff resource rooms. TJMS has implemented the Safe Schools Ambassador Program on campus to support students and staff on the prevention of bullying to create a safer school environment. Our playground includes eight outside basketball courts, six volleyball courts, a soccer field, and four baseball/softball fields. A team of three full-time custodians and three part-time custodians work on a daily basis to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

The table below shows the results of the most recent school facilities inspection. All facilities are inspected regularly to ensure that they are well-maintained and in good repair. Work orders are processed promptly to ensure efficient service, and urgent repairs are given the highest priority. At the time this report was compiled, 87.65% percent of campus facilities were in proper working order.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 5/2/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replace flooring/carpeting and ceiling tiles in several locations/rooms (e.g., restrooms, classrooms, cafeteria)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Replace all perimeter fencing, repair faucets and sinks in hallway /yard, and watering system
<b>Overall Rating</b>	<b>Fair</b>	

## 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
<b>ELA</b>	27	32	32	35	50	50
<b>Math</b>	11	16	18	22	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
<b>Science</b>	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
<b>7</b>	18.8	20.8	27.2

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	773	764	98.84	32.33
Male	400	396	99.00	24.49
Female	373	368	98.66	40.76
Black or African American	12	12	100.00	33.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	736	727	98.78	31.22
White	22	22	100.00	68.18
Socioeconomically Disadvantaged	684	675	98.68	29.33
English Learners	324	319	98.46	15.99
Students with Disabilities	57	55	96.49	5.45
Students Receiving Migrant Education Services	61	59	96.72	16.95
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.

**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	773	762	98.58	15.64
Male	400	393	98.25	15.27
Female	373	369	98.93	16.03
Black or African American	12	12	100.00	16.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	736	725	98.51	14.92
White	22	22	100.00	40.91
Socioeconomically Disadvantaged	684	673	98.39	13.69
English Learners	324	317	97.84	6.01
Students with Disabilities	57	54	94.74	3.70
Students Receiving Migrant Education Services	61	57	93.44	8.77
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.

## 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)

Thomas Jefferson Middle School (TJMS) takes great pride in developing a partnership between school and community. We value parent input and encourage communication between school and home. All parents are welcome to attend meetings with the administration at any time to discuss concerns and/or topics of interest. Two committees by which information is shared with parents is the School Site Council (SSC) and English Language Advisory Committee (ELAC). During these monthly meetings, school administration trains all members on current data from local and state assessments. Information regarding teacher professional development (PD), funding sources, and support services for students is also shared.

In addition, the administration disseminates information on a regular basis via web page, monthly newsletter/calendar, marquee, and phone calls/texts. Information includes; school's instructional focus, expectations for staff & students, overview of student programs & services, and parent involvement/training opportunities.

Administration shares and seeks input from stakeholders with regards to the School Plan for Student Achievement (SPSA). The SPSA goals include extended learning focused on intervention and enrichment classes for all students. All PD for teachers and administration is based on needs assessments and data results with an overall focus on research based learning strategies and best practices. Administration also meets with parents on SSC and ELAC to review and evaluate the SPSA. In addition, administration solicits input from the parents on these committees. Copies of annual School Accountability Report Cards (SARC) are made available to parents promptly after its publication (in English & Spanish). Teachers update ABI (Parent Portal) regularly to ensure that parents are able to view their students' current academic grades, attendance, and test results.

Emphasis is placed on increasing parent involvement through Parent University Nights with topics of interest and need. School also communicates with parent/home via; daily use of student planners, teacher-to-parent communication, mailing of progress grade reports, community outreach liaison communication, and/or AERIES communication.

For more information on how to become involved at the school, please contact Mr. Danny Arellano, Principal, at (661) 758-7140.

**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**

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in December 2019. California Education Code requires the preparation of comprehensive safe school plans dealing with violence prevention, emergency preparedness, crisis intervention, and student and staff safety.

The following Education Code sections detail some of the requirements for a Comprehensive School Safety Plan, specifically section 35294.11 (b)(1) indicating that the school site council will write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. California Education Code section 35294.11 (2) provides that the school site council may delegate this responsibility to a school safety planning committee. The administration at Thomas Jefferson forms a Safe School Committee to revise the plan annually. Members of the committee included parents, classified and certificated staff, students, and law enforcement. The committee is required to include the following in the development of the School Safety Plan:

- assessing the current status of school crime
- identifying appropriate strategies & programs to promote school safety and address the school's procedures for complying with existing laws related to school safety, such as:
  - Child-abuse reporting procedures, disaster procedures, routine and emergency procedures (Standardized Emergency Management System, or SEMS)
  - Suspension, expulsion, or mandatory expulsion recommendations
  - Procedures to notify teachers of dangerous pupils
  - Sexual-harassment policy
  - Provisions of any school-wide dress code
  - Procedures for safe ingress and egress
  - Safe and orderly environment
  - Rules and procedures on school discipline

The Comprehensive Safe School Plan is available for review at the school and district offices.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.8	2.8	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.1	0.8
Expulsions Rate	0.0	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*	785.0

\* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

\* 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 (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	29	4	40	8	30	6	26	20	31	6	12	34
Mathematics	23	16	19	1	22	22	14	1	24	17	19	1
Science	24	8	22	1	24	10	19	2	25	11	20	
Social Science	23	23	20		24	18	24	1	25	9	33	1

\* 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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

The district and site PD is selected and/or developed based on needs/deficiencies and focused on addressing CCSS and closing the achievement gap. Some specific needs WUESD has identified include Direct Instruction, English Language Development, ELD strategies, writing across the curriculum, and direct vocabulary instruction. All professional development is researched based. One staff meeting per month has been given as teacher time to analyze student data. From the data team meetings, teachers have the opportunity to analyze data, plan for reteaching, and discuss best practices. To better support at-risk students in the Response to Interventions (RTI) process, PD is provided to assist /support teachers on effective and research based interventions. Our implementation of the California Common Core State Standards has also given us the opportunity to provide extensive training to teachers on CCSS.

Prior to the start of each school year and throughout the year, WUESD provides 2-5 days of professional development (PD). These full days of professional development include the following topics: Data Teams (PLCs), Classroom Management, Integrated AVID Strategies (i.e., WICOR), Interim Block assessments, etc.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,016	\$49,378
Mid-Range Teacher Salary	\$67,928	\$77,190
Highest Teacher Salary	\$83,490	\$96,607
Average Principal Salary (ES)	\$111,532	\$122,074
Average Principal Salary (MS)	\$107,861	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$152,235	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	36%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	7,207.00	720	6,487.00	69,491.00
District	N/A	N/A	2,887.00	\$67,536.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	76.8	2.9
School Site/ State	-14.6	-11.1

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

At Thomas Jefferson Middle School, we believe in continuous improvement and professional growth in order to keep up with the needs of our student population. Professional development (PD) is offered to all teachers throughout the school year. All professional development is selected and/or designed to improve curriculum & instruction and provide support for the implementation of researched-based strategies that engage all learners. The need for these improvements are based on data analysis, district and administrative classroom observations, and/or results from teacher needs assessment.

- Title 1 funds provided for professional development to address site needs
- department meetings held bimonthly to provide time for staff to collaborate, conduct cognitive lesson-planning sessions, analyze student data, and/or evaluate programs
- release time provided for staff to attend PD and/or visit and observe other classrooms
- assistant principal enrolled and participating in CASC training
- time provided for teachers in all subjects to develop pacing calendars focused on focus standards
- intervention programs offered for students: Migrant and Title I funded
- extended day classes (EXCL) offered 1.0-1.5 hrs / 2-3 times per week
- taught by certificated staff members
- targeted students/groups
- extra pay/time provided for staff to develop "catch-up" plans for EL students falling behind and to support the RTi process by monitoring students' at-risk
- provide funding for a full-time outreach community liaison to enhance communication and parent involvement
- allocate funds for classroom technology: computers, printers, and interactive boards and Chromebooks

#### 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.