



Jefferson Elementary School

1037 E. Duff Avenue • Reedley, CA 93654 • (559) 305-7230 • Grades P-5

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



Kings Canyon Joint Unified School District

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District Governing Board

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Manuel Ferreira

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Administrator, Student Services

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**Administrator, Educational
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School Description

Jefferson School is located in the city of Reedley, California and is one of seven K-5 schools in the Kings Canyon Unified School District. Jefferson serves approximately 386 students in grades kindergarten through five. A total of 37 employees (22 certificated staff and 16 classified staff) serve the needs of students at Jefferson School.

The school provides a safe and nurturing environment that fosters the academic, social and emotional development of every child. Expectations for students' behavior and academic achievement are high. School personnel and students' families work together to help students achieve these high standards. All expectations are clearly defined and consistently reinforced. All staff believe that positive reinforcements promote learning.

The school provides an after school program for its students on a daily basis. An adult education program provides a number of classes for the parent community as well. Jefferson School has also been closely involved with the community through the YMAP program.

Mission Statement:

Jefferson School is a place where:

Children's individual worth will be recognized.

Children's needs will receive the highest priority.

Children have equal opportunities to learn.

Children will be expected to behave and achieve at their highest level of potential.

Children's teachers and support staff will be committed to providing a quality education.

Children's environment will be safe and conducive to learning.

Children's parents will be involved in planning can carrying out the school program.

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	87
Grade 1	52
Grade 2	77
Grade 3	60
Grade 4	54
Grade 5	62
Total Enrollment	392

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.5
Hispanic or Latino	97.7
White	1.8
Socioeconomically Disadvantaged	93.6
English Learners	58.4
Students with Disabilities	8.4

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 Jefferson Elementary	17-18	18-19	19-20
With Full Credential	16	15	16
Without Full Credential	3	3	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	17-18	18-19	19-20
With Full Credential	♦	♦	412
Without Full Credential	♦	♦	45
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.

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

Jefferson uses the state and district approved textbooks for all curriculum at all grade levels. All classroom teachers, the SDC teacher, the site RSP teacher, Literacy Coach, Learning Director, and Principal participated in training on the Common Core curriculum for this year. There are ample textbooks for each student to have their own copy. New curriculum purchased in the past three years include the current math adoption, new science (2007), new history (2006), new ELA & English Language Development curriculum (2014 -K-5).

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades TK-5th: Engage New York (June 2014)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Grades TK-5th: Engage New York (June 2014)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>MacMillan/McGraw-Hill: California Science, 2007 edition</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman, It's Revolutionary, 2005 edition</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Jefferson Elementary School has 21 classrooms, a library and an administration building. The main campus was built in 1964. Additional relocatable classrooms were constructed in 1996 and 1998. A multi-purpose room was constructed in 2009. Over the summer of 2018, modernization of the main office was completed along with installation of a shade structures and renovation of the 500 building. In addition, in 2019 solar panels were installed in the parking lot and six classrooms were recarpeted in the 100 and 200 wings.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	SIA recommendations.
Overall Rating	Good	Grounds to follow up on SIA playground recommendations.

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	43	56	49	52	50	50
Math	45	48	36	40	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	20.0	30.0	23.3

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	171	170	99.42	55.88
Male	98	98	100.00	57.14
Female	73	72	98.63	54.17
Hispanic or Latino	167	166	99.40	55.42
White	--	--	--	--
Socioeconomically Disadvantaged	161	161	100.00	54.66
English Learners	127	126	99.21	53.17
Students with Disabilities	14	14	100.00	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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	171	171	100.00	47.95
Male	98	98	100.00	54.08
Female	73	73	100.00	39.73
Hispanic or Latino	168	168	100.00	47.62
White	--	--	--	--
Socioeconomically Disadvantaged	160	160	100.00	46.88
English Learners	128	128	100.00	46.09
Students with Disabilities	14	14	100.00	7.14
Students Receiving Migrant Education Services	--	--	--	--
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)

Parent involvement and communication are essential to our school success. Jefferson Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. The school also hosts an annual community dinner in November of each year.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, Back-to-School Night, participate in parent-teacher conferences, volunteer in classrooms, and chaperone field trips. Parent Education classes are provided 5 days a week. These classes include: English Language Development, parenting skills, zumba, computer skills, citizenship education, nutrition, financial well being, as well participation in the Latino Family Literacy project and Care Corazon. Parents serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), and School Site Council (SSC).

Home and school communication is always in a bilingual format and is enhanced through bi-monthly newsletters, notices, phone contact, the school electronic message board, school dojo, parent-teacher conferences, the student/parent handbook, the school website, student report cards, and other regular communication activities. Translation and child care is regularly provided. In addition, parent education classes and workshops are offered regularly.

Parents who would like more information on how to become involved may contact Principal Patricia Ledesma at (559) 305-7230.

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 safety of students and staff is a primary concern at Jefferson Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. Parent volunteers are also required to complete a parent volunteer application. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated February 2019 and discussed with staff on August 13, 2019. An updated copy is available to the public at the school office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	5.4	3.1
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	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	26		4		19	4	1		22	1	3	
1	25		2		24		3		26		2	
2	26		2		25		2		23		3	
3	25		3		26		2		22	1	2	
4	32		2		25	1	2		27		2	
5	30		2		32		2		31		2	
Other**	10	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Professional development at Jefferson Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

For the 2017-2018 school year, Jefferson continues with EngageNY implementation common core ELA and Math units and district developed ELD program, Kagan Cooperative Learning & Student Engagement; Number Talks, Tape Diagrams; Fractions; English 3D for our English Language Learners that are EL level 3-5; Kate Kinsella Academic Toolkit: Foundational Skills; PBIS; strategies for working with students with autism. We have also additional support with Tulare County Office of Education Math Consultants for 5th Grade. Math Pilot program for 3rd-5th. Thinking Maps Expository Writing provided by the Instructional Coaches that are from Kings Canyon Unified.

For the 2018-2019 school year, Jefferson continues with EngageNY implementation common core ELA and Math units and district developed ELD program, Kagan Cooperative Learning & Student Engagement; Number Talks, Tape Diagrams; Fractions; English 3D for our English Language Learners that are EL level 4-5; Kate Kinsella Academic Toolkit: Foundational Skills; PBIS; strategies for working with students with autism. We have also additional support with from our District Math Coach. Math Pilot program for 3rd-5th. Thinking Maps Response to Text Writing provided by the Instructional Coaches that are from Kings Canyon Unified.

For the 2019-2020 school year, Jefferson continues with EngageNY implementation of common core ELA and Math units, Imagine Learning, and Achieve for intervention. The following areas are professional development offered for the year: Professional Learning Communities, Achievement Team Training, Write From the Beginning, Academic Language Routines, Instructional Strategies Playbook, Thinking Maps, Foundational Skills, Unique Learning, PBIS, NGSS Science and lesson study, Great Minds Conceptual Math training, classroom Management. Teachers are supported by an instructional coach in all areas. Teachers are supported through professional development on early release Wednesdays, attendance in conferences, in class coaching, conferences with the principal or learning director, mentor teachers and support from district personnel.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,146	\$49,084
Mid-Range Teacher Salary	\$67,239	\$76,091
Highest Teacher Salary	\$98,167	\$95,728
Average Principal Salary (ES)	\$119,221	\$118,990
Average Principal Salary (MS)	\$126,064	\$125,674
Average Principal Salary (HS)	\$129,143	\$137,589
Superintendent Salary	\$205,073	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	35%
Administrative Salaries	6%	6%

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

Types of Services Funded

State Lottery, School Library and Improvement, After School Education and Safety Grant, Title I part A, Save the Children and LCAPP Parent Academy, Supplemental Intervention, PBIS, and CARE for attendance.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 7,855.40	\$ 1,186.75	\$ 6,668.65	\$ 71,796.70
District	N/A	N/A	\$ 7,579.82	\$72,534.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.3	-200.0
School Site/ State	-200.0	-200.0

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.

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.