

# Jackson Heights Elementary

225 Jackson St • Red Bluff, CA, 96080 • (530) 527-7150 • Grades K-5

Will Barnett, Principal

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

### Red Bluff Union Elementary School District

1755 Airport Blvd.  
Red Bluff, CA 96080  
(530)-527-7200  
[www.rbuesd.org](http://www.rbuesd.org)

#### District Governing Board

Adriana Griffin  
**President**

Sharon Barrett  
**Clerk**

Steven Piffero  
**Member**

Heidi Ackley  
**Member**

Doug Schreter  
**Member**

#### District Administration

Cliff Curry  
**Superintendent**

Claudia Salvestrin  
**Assistant Superintendent**

### School Description

Jackson Heights Elementary enjoys a school population that is economically, as well as multi-culturally, diverse. Our school serves approximately 475 students each of whom deserves the best possible educational experience we can provide. We are a 'No Excuses University' school that actively promotes a comprehensive model of college readiness to all students. We have a well-defined process for identifying and creating the six exceptional systems of a culture of universal achievement: collaboration, standards alignment, assessment, data analysis and interventions. We work diligently to expose students to powerful college symbolism. This symbolism is seen in the college flags and banners hung in every classroom, felt through the close partnerships forged between classrooms and universities, and heard in the college chants at each grade level.

The Jackson Heights Elementary School staff is a dedicated group of professionals who share the core belief that every child can succeed and reach his/her full potential. Our role is to provide the academic and supportive climate to make this possible. The Jackson Heights staff believes that we make the difference by creating an environment where all children can grow, develop and be successful.

Every student succeeding! Confident, Caring, College Ready!

## 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	94
Grade 1	71
Grade 2	72
Grade 3	88
Grade 4	71
Grade 5	65
<b>Total Enrollment</b>	<b>461</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	3
Filipino	0.2
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.2
White	54
Two or More Races	3
Socioeconomically Disadvantaged	83.1
English Learners	14.3
Students with Disabilities	14.3
Foster Youth	1.7
Homeless	4.1

## 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 for Jackson Heights	17-18	18-19	19-20
With Full Credential	22	21	23
Without Full Credential	2	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Red Bluff Union	17-18	18-19	19-20
With Full Credential	♦	♦	105
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Jackson Heights Elementary

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)

### 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	Benchmark Advance- 2016 & 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math- 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan/McGraw Hill - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History/Social Science for CA Scott Foresman -2006 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)

Preventive maintenance is on-going to maintain the site's condition. Future goals include painting and caulking exterior of school, repairing leaks, and HVACs replaced.

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

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Poor	Mechanical deficiency in multi-purpose room and sewer deficiencies in one wing.
<b>Interior:</b> Interior Surfaces	Poor	Poor rating based on an extreme deficiency in one room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	Poor rating based on an extreme deficiency in one room.
<b>Electrical:</b> Electrical	Poor	There is an extreme deficiency in the cafeteria.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Poor rating based on an extreme deficiency in one room for both structural and roof issues. All portables need to be upgraded or removed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Playground is in good repair. The deficiencies are in the area of windows/doors, etc. for one classroom.
<b>Overall Rating</b>	<b>Poor</b>	The district passed a bond to update facilities and replace portals. Repairs will be determined based on further assessment.

## 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	34	37	39	39	50	50
Math	33	42	33	35	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	17.4	13.0	20.3

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	239	236	98.74	36.86
Male	136	133	97.79	35.34
Female	103	103	100.00	38.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	89	97.80	38.20
White	135	134	99.26	35.07
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	208	205	98.56	33.66
English Learners	41	40	97.56	37.50
Students with Disabilities	45	45	100.00	6.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	20	95.24	4.76

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	239	237	99.16	42.19
Male	136	134	98.53	46.27
Female	103	103	100.00	36.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	90	98.90	36.67
White	135	134	99.26	46.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	208	206	99.04	38.83
English Learners	41	41	100.00	36.59
Students with Disabilities	45	45	100.00	15.56
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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)

The success of children depends heavily on the school community, parents, and extended community working together. The benefits of these partnerships are immeasurable. Communication between home and school is regular, two-way, and meaningful. Parents receive weekly updates and/or progress reports from the classroom teacher, monthly school calendars, weekly calls home and newsletters. Official and classroom notices are sent home in English and Spanish. Parent conferences are held twice per year with follow-up meetings as needed.

Parents play an integral role in assisting student learning. Parents are provided information regarding how parents can foster learning at home, give homework assistance, and provide feedback to teachers. School sponsored workshops are held on a regular basis to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments. Math night, Dr. Seuss Night, family game night, and many other events are held each year to provide opportunities for families to come learn and have fun together at Jackson Heights.

Parents are welcome in the school and their support and assistance are sought. Parents are full partners in decisions that affect children and families. Open dialogue, both formally and informally, is encouraged through an active School Site Council, English Learner Advisory Committee, (District), English Learner Advisory Committee, and Parent Teacher Club. Lastly, community resources are used to strengthen schools, families and student learning. Jackson Heights Elementary School works in partnerships with local business and service groups (Baskin Robbins; Rotary; Wal-Mart.). A dedicated Family Resource Center is operating on campus which allows parents to have a centralized room to perform volunteer work, provide information on available services through the school and community, as well as a food pantry and clothing storehouse for families in need.

**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 Jackson Heights Elementary School Safety Plan includes policies and procedures and a general overview of a safe and orderly environment. The plan outlines the role of the emergency team members and the specific steps and actions to be taken during various types of emergencies. The plan is reviewed and updated annually. Emergency drills are practiced throughout the year. Copies of the plan are available in the office. Date plan last reviewed: August 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.0	2.8	3.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	5.0	5.5
Expulsions Rate	0.0	0.0	0.1

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*	461.0

\* 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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

\* 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	19	1	3		21	1	3		23		4	
1	23		3		21	1	2		23		3	
2	23	1	3		24		3		23		3	
3	16	2	2		21	1	3		21	2	2	
4	23		3		26		2		25		2	
5	24		3		24	1	3		23	1	3	
Other**	9	2			12	1			8	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	3	3	3

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,956	\$49,378
Mid-Range Teacher Salary	\$62,080	\$77,190
Highest Teacher Salary	\$85,625	\$96,607
Average Principal Salary (ES)	\$102,694	\$122,074
Average Principal Salary (MS)	\$104,437	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$143,400	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	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	\$11,798	\$3,382	\$8,416	\$66,814
District	N/A	N/A	\$7,739	\$64,414.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.4	7.9
School Site/ State	16.6	-12.9

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**

The district's general fund includes funding for:

- General Operations: salaries, benefits, services, and materials
- Special Education: programs offering appropriate, individualized instruction to students with special needs
- Transportation
- Maintenance and Operations
- Special Projects: any monies from agencies (federal or state) earmarked for specific programs, projects or services

Each school receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with bargaining units, and guidelines of outside funding sources. The School Site Council (SSC) meets approximately once a month to develop, implement, monitor, and evaluate the school plan for student achievement. School plans align with the district's Local Control Accountability Plan (LCAP). Parent representatives are elected to the School Site Council and serve two year terms. All parents are welcome and encouraged to attend these meetings, as well as the District Advisory Committee (DAC) meetings, as a way to learn more about our school funding and academic goals.

## **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.