

# Jefferson Elementary

318 Taylor Street • Taft, CA, 93268 • (661)763-4236 • Grades K-3

Melissa Taylor, Principal

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



### **Taft City School District**

820 Sixth Street

Taft, CA 93268

(661) 763-1521

www.taftcity.org

### **District Governing Board**

Keith McElmurry, President

Greg Mudge, Vice President

Mike McCormick, Clerk

Les Clark, Member

Stacey Falgout, Member

### **District Administration**

Julie Graves Ed.D.

**Superintendent**

Nancy Hickernell

**Assistant Superintendent**

### **Principal's Message**

Jefferson School serves 243 K-3 students in the unincorporated area of Ford City. Numerous students at Jefferson qualify for ASES and Migrant Education. In addition teachers use Kevin Clark, and designated and integrated English Learner instruction time in order to make leaning accessible for all students. The students are provided current, State-adopted materials and teachers work in grade level teams in order to enhance and streamline instructional efforts. We have many positive interactions with our students. We use Positive Behavior Interventions Supports to enhance school climate and we provide various parent involvement strategies in order to create a collaborative effort in facilitating a holistic approach to education for our students. We strive to achieve high academic success focusing on reading and writing. Our staff receives many professional development opportunities that focus on language skills and best practices.

### **Mission**

Taft City K-3 Schools as a learning environment will empower our students to be successful, responsible, and well-educated citizens.

### **Vision**

Taft City K-3 Schools will set the standard for excellence in public education, now and in the future.

## 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	77
Grade 1	50
Grade 2	53
Grade 3	52
Total Enrollment	232

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	73.7
White	19.4
Socioeconomically Disadvantaged	95.7
English Learners	64.2
Students with Disabilities	5.6
Homeless	9.9

## 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	7	8	7
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Taft City School District	17-18	18-19	19-20
With Full Credential	♦	♦	83
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	3

### Teacher Misassignments and Vacant Teacher Positions at Jefferson 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)**

All students in the Taft City School District receive the District's core curriculum, which is based on the State curriculum documents (including frameworks), State academic standards, reading and math task force reports, specific program requirement handbooks, or government reports.

The following is a list of materials/textbooks that are considered core curriculum in the Taft City School District.

**Textbooks and Instructional Materials**

Year and month in which data were collected: 09/11/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Kindergarten-Third Grade</p> <p>Reading/Language Arts McGraw Hill School Education Reading Wonders (K-6)</p> <p>Fourth and Fifth Grade</p> <p>Reading Language Arts Houghton Mifflin Reading</p> <p>Sixth Grade</p> <p>Reading/Language Arts McGraw Hill Scjool Study Sync (6-8)</p> <p>Seventh Grade</p> <p>Reading/Language Arts McGraw Hill School Study Sync (6-8)</p> <p>Eighth Grade McGraw Hill Scjool Study Sync (6-8)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Kindergarten-Third Grade</p> <p>Mathematics Houghton Mifflin Harcourt Go Math (K-6)</p> <p>Fourth and Fifth Grade Pearson Scott Foresman Envision Math (k-6)</p> <p>Sixth Grade</p> <p>Houghton Mifflin Harcourt Go Math (K-6)</p> <p>Seventh Grade</p> <p>Houghton Mifflin Harcourt Go Math (6-8)</p> <p>Eighth Grade</p> <p>Mathematics Houghton Mifflin Harcourt Go Math (6-8)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Kindergarten-Third Grade Science Wonders</p> <p>Fourth and Fifth Grade Science Harcourt Science 2000</p> <p>Sixth Grade Science Science Voyages – Earth Science Glencoe2001 Science Voyages Life &amp; Physical Sciences Glencoe2001</p> <p>Seventh Grade Science Science Voyages – Earth &amp; Physical Sciences Glencoe-McGraw2001 Science Voyages – Life Science Glencoe-McGraw2001</p> <p>Eighth Grade Science Science Voyages – Physical Science Glencoe2001 Science Voyages – Earth &amp; Life Sciences Glencoe2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Kindergarten-Third Grade Social Studies McGraw Hill, 2019</p> <p>Fourth and Fifth Grade Social Studies McGraw Hill, 2018</p> <p>Sixth Grade Social Studies McGraw Hill, 2018</p> <p>Seventh Grade Social Studies McGraw Hill, 2018</p> <p>Eighth Grade Social Studies McGraw Hill, 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Jefferson School was built in 1985. The adjacent Library Media Center, which is 6,600 square feet, was built in 2005 and paid for with local bond funds.

Overall, the school site is in good working order and maintained regularly by one full-time me custodian. The school has 10 classrooms, a multipurpose room, and a Library Media Center.

Classrooms are cleaned twice a week. Restrooms, offices, the nurse's room, the eating area, in the multipurpose room, and all common areas are cleaned daily. There is one custodian who works from 7:00 a.m.-3:30 p.m.

Students are kept safe by having all visitors check in and out at the office. The playground gates are kept locked. The only people allowed to pick children up from school through the office must be on the emergency card of the student.

The outside of the school building was painted in 2013. It was funded through maintenance. The school was updated with air-conditioning in the summer of 2014 along with landscaping work around the exterior of the building. New electronic data equipment was installed for the wide area network and a new exterior electronic message board mounted on the front of the building.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/11/2019**

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	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<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	Good	
<b>Overall Rating</b>	<b>Exemplary</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
ELA	40	46	37	39	50	50
Math	47	41	26	28	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.

### 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	52	50	96.15	46.00
Male	20	19	95.00	31.58
Female	32	31	96.88	54.84
Hispanic or Latino	45	44	97.78	47.73
White	--	--	--	--
Socioeconomically Disadvantaged	52	50	96.15	46.00
English Learners	43	42	97.67	47.62
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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.

### 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			

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.

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	52	51	98.08	41.18
Male	20	19	95.00	21.05
Female	32	32	100.00	53.13
Hispanic or Latino	45	45	100.00	40.00
White	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	41.18
English Learners	43	43	100.00	39.53
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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)

Staff, parents and volunteers have many opportunities to work together throughout the year. Parents serve on the School Site Council, the English Language Advisory Committee, the Migrant Education Parent Advisory Committee and the PTO. There are opportunities for students to work with their parents at Family Reading and Family Math nights becoming familiar with resources on the California Department of Education website and performance tasks geared toward making learning applicable to real life situations. The staff at Jefferson make it a priority to welcome and involve parents in the multiple aspects of Jefferson School. Parents provide support for activities and give input to better address the needs of our students. Volunteers work with our staff to support student learning as well.

For more information on how to become involved with the school, please contact Melissa Taylor, Principal, at (661) 763-4236.

### 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

Jefferson strives to have a safe and nurturing environment for our students. The staff monitors the school grounds for 15 minutes before school, immediately after dismissal, and during all recess periods. Students may arrive at 7:20 A.M. to eat breakfast and continue to arrive until 7:45 A.M. Staff is on campus at all times when students are present. Staff is strategically located in order to ensure that all areas have adequate coverage. The school staff reviews the drills yearly prior to the beginning of the school year and drills are practiced throughout the year.

Jefferson is part of the Taft City School District that has a comprehensive safety plan.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	4.4	4.6
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*	.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	
Resource Specialist (non-teaching)	.3
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	25		3		26		3		25		3	
1	25		2		26		2		25		2	
2	26		2		27		2		27		2	
3	25		2		25		2		26		2	
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.



## 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

Pre-service days were attended by all staff. All new teachers were trained in EDI. One in-service day was provided for special education training. Each Wednesday is a minimum day and staff development is provided. During those days, our staff shares specific skills, attends workshops, has grade level meetings, discusses new curricula or technology, reviews Explicit Direct Instruction, and analyzes test scores. The principal observes in the classrooms and provides feedback to the teachers on their instruction and implementation of areas of focus. Jefferson receives professional development and training with Kevin Clark to focus for our English Learners.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,748	\$49,378
Mid-Range Teacher Salary	\$66,771	\$77,190
Highest Teacher Salary	\$89,284	\$96,607
Average Principal Salary (ES)	\$113,066	\$122,074
Average Principal Salary (MS)	\$108,745	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$160,040	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	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	\$10,266	\$2,059	\$8,207	\$63,006
District	N/A	N/A	\$7831	\$66,575.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.7	-2.9
School Site/ State	-38.5	-20.2

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

Bilingual aides service students and parents. We offer Migrant services to those who qualify. We also have an after school ASSES program. TK and Kindergarten paraprofessional.

## 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.