Jefferson Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jefferson Elementary School
Street	333 N Westwood Street
City, State, Zip	Lindsay, CA 93247
Phone Number	(559) 562-6303
Principal	Gina Wise
Email Address	gwise@lindsay.k12.ca.us
Website	www.jefferson.lindsay.k12.ca.us
County-District-School (CDS) Code	54-71993-6054142

Entity	Contact Information
District Name	Lindsay Unified School District
Phone Number	(559) 562-5111
Superintendent	Thomas Rooney
Email Address	trooney@lindsay.k12.ca.us
Website	www.lindsay.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Description of District

In 2018-19 Lindsay Unified School District (LUSD) was comprised of six elementary schools, one comprehensive high school, and three alternative education schools. During the 2018-19 school year, the district served approximately 4,121 students (source: CALPADS) in grades K-12. The LUSD Mission Statement is "Empowering and Motivating for Today and Tomorrow."

Description of School

The Jefferson Elementary School Learning Community served approximately 441 students in grades K-8 in the 2018-19 academic year. In addition to the regular school program Jefferson offers a Spanish dual immersion program. Our Learning Facilitators and staff are dedicated to providing a positive learning environment and student-centered learning experience for all learners through Positive Behavior Intervention Supports (PBIS). In addition to the core academic program, a range of support services and student involvement opportunities are available. Examples include, but are not limited to: a Literacy Center, two 21st Century Learning Labs, FBLA, Happy2BeMe Club and STARS after school program, and numerous cultural activities. All programs, practices, interventions, and supplemental activities are focused on ensuring student academic achievement and personal success for learners to develop lifelong learning skills in accordance with the LUSD Strategic Design Lifelong Learning Spheres. Stakeholders at the Jefferson Learning Community have co-created and uphold our shared vision of "We have the P.O.W.E.R. to Empower" by daily modeling our PBIS expectations of Perseverance, Organization, Willingness, Excellence and Respect.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	50
Grade 1	53
Grade 2	40
Grade 3	53
Grade 4	52
Grade 5	48
Grade 6	56
Grade 7	48
Grade 8	35
Total Enrollment	435

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.2
Hispanic or Latino	95.9
Native Hawaiian or Pacific Islander	0.2
White	2.3
Two or More Races	0.2
Socioeconomically Disadvantaged	92.4
English Learners	53.1
Students with Disabilities	4.4
Homeless	6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	19		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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)

Year and month in which data were collected: January 2019

There is the availability of sufficient textbooks and other instructional materials at Jefferson Elementary.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: MacMillan/McGraw Hill: Treasures (Core)/2009 7-8: Holt/2009	Yes	0%
Mathematics	K-8: Ready Mathematics – Curriculum & Associates/2018	Yes	0%
Science	STEMscopes Digital Curriculum Tk-12/	Yes	0%
History-Social Science	K-5: Scott-Foresman/2006 6-8: Pearson Prentice Hall/2006	Yes	0%
Foreign Language	Spanish: 9-12: Descubre 3 Lengua y Cultura del Mundo Hispanico/2017		

School Facility Conditions and Planned Improvements (Most Recent Year)

Jefferson Elementary School takes great efforts to ensure that site facilities are clean and safe. School custodial staff and administrators work with the district Maintenance and Operations staff throughout the year to ensure proper maintenance and coordinate campus improvements. During the 2018-19 school year, the primary improvements made to our site included:
- Installation of security gate with code for north parking area
- Installation of sound system in cafeteria
- Installation of two television monitors in office conference rooms
- Installation of television monitors with chromecast ability in rooms 13-15 & 22-29

The Tulare County Office of Education (TCOE) sends visitation teams to schools to review facility conditions. According to the Facility Inspection Tool (FIT) completed by this team on September 3, 2019, Jefferson Elementary School's facilities are in "Good" condition of school facilities and status of facility improvements.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Poor	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	41	45	40	47	50	50
Mathematics (grades 3-8 and 11)	22	27	24	29	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	283	100.00	0.00	44.88
Male	152	152	100.00	0.00	38.16
Female	131	131	100.00	0.00	52.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	275	275	100.00	0.00	44.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	263	263	100.00	0.00	45.25
English Learners	200	200	100.00	0.00	36.50
Students with Disabilities	12	12	100.00	0.00	0.00
Students Receiving Migrant Education Services	59	59	100.00	0.00	35.59
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	36.84

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	283	100.00	0.00	26.50
Male	152	152	100.00	0.00	23.68
Female	131	131	100.00	0.00	29.77

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	275	275	100.00	0.00	25.82
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	263	263	100.00	0.00	27.38
English Learners	200	200	100.00	0.00	20.50
Students with Disabilities	12	12	100.00	0.00	0.00
Students Receiving Migrant Education Services	59	59	100.00	0.00	27.12
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	36.84

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.7	22.9	10.4
7	16.3	28.6	14.3

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.

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)

Jefferson Elementary School recognizes that parent participation is vital to learner success in school. As such, Jefferson Elementary School strives to communicate regularly with parents regarding student performance and other school activities. Parents are notified of school programs and events through handbooks, fliers, automated telephone messages, marquee notices, social media, two-way texting apps and web pages. Parents are encouraged to be actively involved in their child's education through opportunities such as attending school functions, participating in parent conferences, attending school performances, chaperoning field trips, volunteering, serving on advisory committees, and more. Opportunities we have had are: Campus Safety Meeting, School Site Council meetings, Title 1 parent meetings, Daytime and Evening Parent Education Sessions including EMPOWER parent training, Special Parent/Learner awards & Events, Concert Performances, Parent-Teacher Organization meetings and activities, Back-to-School Night Tour of Services, parent luncheons and Open House.

We welcome all parents who would like more information on how to become involved. Please contact the school at (559) 562-6303.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.6	1.2	1.3	7.6	3.4	2.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is of utmost importance to Jefferson Elementary School. Supervision is provided to ensure student safety on school grounds before, during, and after school. School entrances are secured or monitored during school hours and visitors report to the office first. Emergency and evacuation procedures are posted across the campus and practiced monthly.

The Comprehensive School Safety Plan, developed by the school in partnership with the School Site Council (SSC), provides additional information regarding maintaining a safe environment and preparing for emergencies. The plan is revised and approved by the school board each year. It was last reviewed/updated in January 29, 2019 and discussed with staff at that time. It was reviewed again August 2019 for new staff.

Key elements of the plan include:
- The LUSD discipline matrix
- LUSD district policies and procedures including but not limited to: Child Abuse Reporting, Disaster and Emergency Response Procedures, Bullying, Hate Crime reporting, Positive Behavior Intervention and Supports (PBIS)
- Results from the California Healthy Kids Survey
- A review of Learning Community discipline, suspension, expulsion and attendance data

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.

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	15	2	1		19	2	1		23	1	2	
1	18	2	1		19	2			19	1		
2	18	3			22	1	1		27		2	
3	28		2		27		2		25		2	
4	30		2		27		2		27		2	
5	25		1		30		1		24		2	
6					25	1	1		29		2	
Other**					24	1	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.

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

Title	Ratio
Academic Counselors*	435.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,097.71	$349.46	$8,748.25	$70,881

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$1623.74	$76,738.00
Percent Difference - School Site and District	N/A	N/A	137.4	-7.9
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	15.3	-2.9

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 (Fiscal Year 2018-19)

Jefferson Elementary School provides a wide variety of supplemental services funded through categorical and other resources. These include: intervention programs scheduled during and after school and between sessions; specialists who provide additional instruction to students; coaches who provide training to teachers; counseling and family support services; and supplemental educational materials. These services are described in more detail in the school's School Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,363	$46,208
Mid-Range Teacher Salary	$73,201	$72,218
Highest Teacher Salary	$102,813	$92,742
Average Principal Salary (Elementary)	$173,137	$134,864
Average Principal Salary (Middle)	$0	$118,220
Average Principal Salary (High)	$184,317	$127,356
Superintendent Salary	$233,946	$186,823
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	9%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		6	

Professional development at Jefferson Elementary School is focused on providing teachers, coaches, and administrators with the necessary training to ensure quality classroom environments, curricula, instruction, and assessment at all grade levels. Specific topics are identified through a review of student academic achievement data, observation records, and self-identification of needs. Professional development also addresses issues specific to the performance-based system (PBS). Professional development opportunities through the Teacher and School Leader Incentive Program (TSL) for both individual and site-based initiatives. Site-specific training in mathematics, writing and guided reading were provided. The TSL grant also provided learning Facilitators the opportunity to receive ample professional development based on interest and need. Several popular trainings Lifelong Learning, EMPOWER, CRE, NGSS, Blended Learning, and Project-Based Learning were among many offerings well attended by Jefferson teaching staff. Beginning Learning Facilitators receive support through an onsite mentor, and receive monitoring and training through TCOE Teacher Induction Program (TIPs). Peer Assistance and Review (PAR) programs provide assistance to veteran teachers, as necessary. In 2019-20, the district offered early release/late start Staff Development meetings on Wednesdays, as well as 5 days of district-wide Professional Development.