



Jefferson Elementary

1660 East Sierra Way • Dinuba, CA 93618 • (559) 595-7360 • Grades K-6

Robert Valenzuela, Principal

rvalenzu@dinuba.k12.ca.us

<http://jefferson.dinuba.k12.ca.us>

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



Dinuba Unified School District

1327 E. El Monte Way

Dinuba, CA 93618

(559) 595-7200

<http://dusd.dinuba.k12.ca.us>

District Governing Board

Bev Keel-Worrell

Miriam Cendejas

Mary Villarreal

Ron Froese

Sandra Kizirian

District Administration

Joe Hernandez, Ed.D.

Superintendent

Marti Kochevar

Assistant Superintendent

Peggy Garispe

Chief Business Official

Vicky Armstrong

Chief Academic Officer

District Mission

"Empower each student to succeed
in life."

District Vision

"End generational poverty through
education."

A Message from the Principal:

Jefferson School represents a true professional learning community. The Jefferson staff works as a collective team to support student success and strives to make a positive impact on the community of Dinuba. Jefferson School has shown continuous improvement in student achievement through the transition to Common Core State Standards in ELA and Math. Jefferson staff believes that:

Through high quality mathematics instruction and assessment, DUSD students will have the mathematics content knowledge, conceptual understanding, and problem-solving ability to succeed in college and career. Additionally, through high quality English-Language Arts instruction and assessment, DUSD students will demonstrate 21st Century Skills and have the reading proficiency, writing fluency, and communication skills to succeed in college and career.

Jefferson School has a culture that focuses on student learning and development. The Jefferson School staff believes that all students can learn and as such every child should be provided with instruction and learning opportunities focused on attainment of grade level standards. Our district and site academic coaches continue to assist teachers in Math, English Language Arts, and English Language Development. Grade-level collaboration days make it possible for teams of teachers at each grade level to work with administration and academic coaches to improve teaching and learning at Jefferson Elementary. Staff training activities focus on: Common Core math strategies, key standards to be taught in language arts and math, instruction for English Learners, student engagement structures, and common assessments.

Jefferson has identified a few high leverage, key actions that will be taken to provide high-quality, rigorous ELA and Math instruction. They are:

- Use student data to make instructional decisions that will improve students' achievement.
- Focus on academic support for students who are at risk of failing. Use intervention materials to continue strategic and intensive interventions for targeted students during the school day.
- Provide specific instruction for our English learners at the ability level appropriate for each student.
- Continue providing preschool services to our community.
- Use instructional technologies to enhance student learning and engagement.
- Continue to develop our Professional Learning Community to focus on learning, results, and collaboration.
- Provide more parent engagement opportunities.

The Jefferson staff understands the importance of community involvement. Teachers supervise students in community activities such as the Raisin Day parade, Christmas Parade, Cinco De Mayo Parade, Youth Night in the Park and our school carnival. The community also supports Jefferson in many ways. Volunteers from a local church help at school events, organize community work days, and read with students on a weekly basis.

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	98
Grade 1	102
Grade 2	77
Grade 3	103
Grade 4	92
Grade 5	90
Grade 6	91
Total Enrollment	653

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.9
Hispanic or Latino	96.6
White	1.1
Socioeconomically Disadvantaged	86.7
English Learners	50.7
Students with Disabilities	5.5
Foster Youth	0.8
Homeless	0.3

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	30.71	28	26
Without Full Credential	0	2	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dinuba Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	283
Without Full Credential	◆	◆	27
Teaching Outside Subject Area of Competence	◆	◆	8

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 adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child to have an individual copy of the text.

Textbooks and Instructional Materials

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	All in good condition. Go Math is being used. Board Approved in 2014. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	All in good condition. TWIG Science is the adopted Science Curriculum. Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	All in good condition. History Social Science - Pearson/Scott Foresman is the adopted Social Science Curriculum for k-5 and Holt is for Grade 6. Adopted in 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)

Dinuba Unified School District's maintenance department responds rapidly to work orders that are submitted. The issues listed on the FIT report were remedied quickly if possible and larger projects are scheduled when students are not in session and/or when funding is available. Several other items are currently being considered for improvement with modernization money: a secure entrance to the school site and air conditioning in the cafeteria.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 6/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	6:00 14:00 1: 4. CEILING TILE HAS A WATER STAIN. 15. NO CURTAINS (LOCK DOWN HAZARD). 10: 4. CEILING TILE HAS A WATER STAIN. 12: 4. CEILING TILE HAS A WATER STAIN. 13: 4. CARPET IS WORN AND LIFTING. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CABINETS. 16: 4. CEILING TILE HAS A HOLE. 9. FAUCET HAS A LOW FLOW. 17: 4. CARPET IS WORN AND LIFTING. CEILING TILE HAS A WATER STAIN. 18: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET HAS LOW PRESSURE. 19: 4. CEILING TILE HAS A WATER STAIN. CARPET IS WORN AND LIFTING. 7. EXTERIOR ELECTRICAL COVERS ARE MISSING IN EAVES. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 2: 4. CEILING TILE HAS A WATER STAIN. 15. NO CURTAINS (LOCK DOWN HAZARD). 21/ LIBRARY: 4. CEILING TILES HAVE WATER STAINS.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>28: 4. CARPET IS WORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ETHERNET COVER IS LOOSE. 12. DRY ROT ON SIDING. 29: 4. SINK CABINET HINGE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. NO CURTAINS (LOCK DOWN HAZARD).</p> <p>30: 4. CEILING TILE IS TORN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREEN IS MISSING.</p> <p>31: 4. CEILING TILE IS TORN/BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW. 32: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>5: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 15. DOOR IS NOT SHUTTING PROPERLY. 7: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS BAD. 11. PAINT IS PEELING ON THE DOOR.</p> <p>8: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.</p> <p>9: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM (NEAR 30): 4. CEILING TILE IS TORN. 12. DRY ROT ON SIDING TRIM.</p> <p>CAFETERIA: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE.</p> <p>GIRLS REST ROOM (NEAR 30): 4. CEILING TILE IS MISSING.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	<p>14:00</p> <p>11: 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY.</p> <p>13: 4. CARPET IS WORN AND LIFTING. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CABINETS.</p> <p>19: 4. CEILING TILE HAS A WATER STAIN. CARPET IS WORN AND LIFTING. 7. EXTERIOR ELECTRICAL COVERS ARE MISSING IN EAVES. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW.</p> <p>28: 4. CARPET IS WORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ETHERNET COVER IS LOOSE. 12. DRY ROT ON SIDING. 29: 4. SINK CABINET HINGE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>3: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. NO CURTAINS (LOCK DOWN HAZARD).</p> <p>34: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>4: 7. ELECTRICAL COVER IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 15. NO CURTAINS (LOCKDOWN HAZARD).</p> <p>5: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 15. DOOR IS NOT SHUTTING PROPERLY.</p> <p>7: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS BAD. 11. PAINT IS PEELING ON THE DOOR.</p> <p>8: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.</p> <p>9: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p> <p>NURSE: 7. MULTIPLE LIGHT BULBS ARE OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Fair</p>	<p>13: 4. CARPET IS WORN AND LIFTING. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CABINETS.</p> <p>16: 4. CEILING TILE HAS A HOLE. 9. FAUCET HAS A LOW FLOW.</p> <p>18: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET HAS LOW PRESSURE.</p> <p>19: 4. CEILING TILE HAS A WATER STAIN. CARPET IS WORN AND LIFTING. 7. EXTERIOR ELECTRICAL COVERS ARE MISSING IN EAVES. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW.</p> <p>31: 4. CEILING TILE IS TORN/BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>32: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>33: 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER.</p> <p>4: 7. ELECTRICAL COVER IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 15. NO CURTAINS (LOCKDOWN HAZARD).</p> <p>9: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM: 8. ONE URINAL HAS A CONSTANT DRIP AT FITTING. 9. ONE FAUCET HAS HIGH PRESSURE.</p> <p>BOYS REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Safety: Fire Safety, Hazardous Materials</p>	Fair	<p>GIRLS REST ROOM: 9. ONE FAUCET HAS HIGH PRESSURE.</p> <p>1: 4. CEILING TILE HAS A WATER STAIN. 15. NO CURTAINS (LOCK DOWN HAZARD). 13: 4. CARPET IS WORN AND LIFTING. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CABINETS. 25: 10. PLUG IN AIR FRESHENER. 29: 4. SINK CABINET HINGE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. NO CURTAINS (LOCK DOWN HAZARD).</p> <p>30: 4. CEILING TILE IS TORN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREEN IS MISSING.</p> <p>32: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>33: 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER.</p> <p>34: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>35: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>7: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS BAD. 11. PAINT IS PEELING ON THE DOOR.</p> <p>ALL GENDER REST ROOM: 11. PAINT IS PEELING ON DOOR.</p> <p>LEARNING DIRECTOR: 10. PLUG IN AIR FRESHENER.</p>
<p>Structural: Structural Damage, Roofs</p>	Good	<p>28: 4. CARPET IS WORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ETHERNET COVER IS LOOSE. 12. DRY ROT ON SIDING. BOYS REST ROOM (NEAR 30): 4. CEILING TILE IS TORN. 12. DRY ROT ON SIDING TRIM.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	Good	<p>1: 4. CEILING TILE HAS A WATER STAIN. 15. NO CURTAINS (LOCK DOWN HAZARD). 11: 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY.</p> <p>2: 4. CEILING TILE HAS A WATER STAIN. 15. NO CURTAINS (LOCK DOWN HAZARD).</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. NO CURTAINS (LOCK DOWN HAZARD).</p> <p>30: 4. CEILING TILE IS TORN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREEN IS MISSING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		34: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. WINDOW SCREEN IS MISSING. 4: 7. ELECTRICAL COVER IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 15. NO CURTAINS (LOCKDOWN HAZARD). 5: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 15. DOOR IS NOT SHUTTING PROPERLY. 9: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 9. FAUCET HAS A LOW FLOW.
Overall Rating	Fair	Carpets Worn and Wavy throughout school. Scheduled for upgrades during summer 2016

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	47	46	43	45	50	50
Math	43	44	31	34	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	17.2	24.7	10.8

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	379	377	99.47	46.15
Male	199	198	99.50	42.42
Female	180	179	99.44	50.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	364	362	99.45	46.69
White	--	--	--	--
Socioeconomically Disadvantaged	341	339	99.41	44.25
English Learners	237	235	99.16	40.85
Students with Disabilities	24	24	100.00	8.33
Students Receiving Migrant Education Services	14	14	100.00	35.71
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	379	378	99.74	43.92
Male	199	198	99.50	47.47
Female	180	180	100.00	40.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	364	363	99.73	43.80
White	--	--	--	--
Socioeconomically Disadvantaged	341	340	99.71	41.47
English Learners	237	236	99.58	40.25
Students with Disabilities	24	24	100.00	8.33
Students Receiving Migrant Education Services	14	14	100.00	35.71
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 participation is of critical importance to the continued growth and well-being of our students. Parents are active on campus and support our programs through classroom volunteer efforts, the School Site Council (SSC), the English Learner Advisory Council (ELAC), and the Parent Teacher Organization (PTO). Our SSC, which includes parent members, approves our annual school plan. Annually, Jefferson invites parents to the Title I Parent Involvement Meeting to share with the parents and community how Jefferson is performing as a school. With training from Parenting Partners, our staff and several parents have joined together to provide a six-week collaborative workshop. Jefferson's Parent Teacher Organization continues to maintain a strong presence on campus. The purpose of the PTO is to provide support to students throughout their educational career at Jefferson. They help at school events and hold various activities throughout the year to involve students. The school is also fortunate to have a local church providing support to the students and staff. The Dinuba Mennonite Brethren Church has helped in a number of ways. They have supplied volunteers to help at school events, organized members to come weekly to read with students, and have even organized community work days where students, parents, school staff, and church members joined together to tackle some beautification projects on campus. If you would like more information about Parent Engagement Activities, please contact Rita Navarro, Community Liaison at 559-595-7360.

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 Jefferson Elementary community supports our efforts to ensure a safe campus. Staff members monitor our campus before and after school, and during recess. The goals of our school safety plan are to maintain a clean, safe, campus; to keep all students and staff emotionally and physically safe; to maintain strong school-home relationships with positive, consistent, and frequent formal and informal lines of communication; and to maximize instructional time by minimizing classroom disruptions. The school has implemented Positive Behavior Interventions and Supports to encourage students to make wise choices and perform up to their ability at school. The school website provides information to students and parents. The Safe School Plan is updated and approved annually by the School Site Council. Some of the areas of safety which remain a concern for parents and staff are busy intersections in front of the school as well as limited drop off locations. Several maintenance projects were completed to enhance the security of the school. For instance, additional fencing was installed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.8	1.4	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.7	8.2
Expulsions Rate	0.3	0.2	0.3

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	4		23	1	4		25		4	
1	28		4		25		3		26		4	
2	25		4		26		4		26		3	
3	29		4		30		3		26		4	
4	29		3		31		3		31		3	
5	30		3		30		3		30		3	
6	30		3		27		3		30		3	
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	2	2	2

Staff development activities at Jefferson School are focused on providing good first teaching to all students, improving instruction for our English Learners, as well as increasing math and reading achievement. All teachers have been provided with learning opportunities to expand their knowledge of student engagement structures, Common Core instructional strategies in ELA as well as Math. Teachers are also provided lesson feedback and coaching by district coaches and administration. Teachers are also supported through district ELA & Math coaches who are available for in-class coaching and serve as resources for successful implementation of the district curriculum. Based on students' DRA2 and STAR Reading data, teachers have determined that literacy should be a major focus for professional growth. The staff has benefited from attending classes through TCOE and by participating in district provided professional learning opportunities.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,417	\$49,084
Mid-Range Teacher Salary	\$71,897	\$76,091
Highest Teacher Salary	\$96,141	\$95,728
Average Principal Salary (ES)	\$115,466	\$118,990
Average Principal Salary (MS)	\$121,240	\$125,674
Average Principal Salary (HS)	\$140,350	\$137,589
Superintendent Salary	\$179,747	\$230,096

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

Title I and LCAP funds are used to fund the use of Instructional Assistants to provide targeted intervention to students during the school day. In addition, several of our credentialed teachers provided extended day programs to further prepare students for proficiency in ELA and Math. LCAP funding has enabled the school to employ reading intervention teachers.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,370	\$683	\$5,687	\$81,680
District	N/A	N/A	\$9,266	\$77,881.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-47.9	3.3
School Site/ State	-81.2	1.4

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.