

Jefferson Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Jefferson Elementary School
Street	221 Old Hernandez Road
City, State, Zip	Paicines, CA 95043
Phone Number	(831) 389-4593
Principal	Elizabeth Volmer
Email Address	evolmer@sbcoe.org
County-District-School (CDS) Code	35-67488-6035059

2021-22 District Contact Information

District Name	Jefferson Elementary School District
Phone Number	(831) 389-4593
Superintendent	Elizabeth Volmer
Email Address	evolmer@sbcoe.org
District Website Address	sbcoe.k12.ca.us/districts/jefferson.

2021-22 School Overview

School Mission, 2021-2022

The mission of Jefferson School is to develop the intellectual, artistic, social, physical and emotional capacities of each child through differentiated instruction so as to enable all students to succeed academically, develop personally, achieve their goals, and move forward on a path toward college and career. We endeavor to make learning meaningful and joyful and in doing so foster in students a love of learning that will last a lifetime. We strive to provide this education in a safe, nurturing, environment where the dignity and uniqueness of every child is recognized and respected. We strive to engage all stakeholders, especially parents, in this grand educational endeavor.

School Description 2021-2022

Jefferson Elementary, the only school in the Jefferson School District, is located in Paicines, California near Pinnacles National Park. There are no businesses or services in this small, rural and somewhat remote district with the nearest city, Hollister, located 35 miles away. The school consists of two buildings one of which contains a large K-8 classroom and office, while the second building, a multipurpose room, doubles as a community center after school hours. Six students in grades K-8 are currently enrolled at Jefferson. 67% of Jefferson students are Hispanic and 33% are White. 50% of students are English Learners, and 50% receive Special Education services. One full time credentialed teacher and one full time teaching assistant work collaboratively to provide instruction to the students. The teacher also serves as the principal and superintendent.

The Educational Program, 2021-2022

Though the school is small, the instructional program is rigorous, engaging, and focused on student growth and academic achievement. California Core State standards are taught in all subjects and a variety of data is utilized to set goals, drive instruction, gauge student progress, and measure program effectiveness. Assessments include formative and ongoing assessment through STAR 360, annual tests such as ELPAC and CAASPP, as well ongoing assessment utilized within lessons each day. Based on that data, instruction is highly differentiated for every student throughout the school day within small group, whole group, and one-on-one instruction from the teacher and Instructional Aid. Core and supplemental programs include Lucy Calkin's Writer's Workshop, Fountas and Pinnell guided reading intervention, Envision math, and Houghton Mifflin ELA and Discovery Education science. Every student has a new laptop and technology is integrated in teaching and learning on a daily basis. Finally, the students receive a broad curricular experience through science and social studies instruction, experiments, field trips, STEAM activities, art projects, and musical performances. Jefferson Elementary truly provides an enriching and safe experience for all students.

Testing Note: Due to the small enrollment of students at Jefferson (<10 students), achievement data is not reported in the

2021-22 School Overview

SARC in order to preserve the rights for confidentiality of each student.

School Goals, 2021-2022

MAINTENANCE GOAL #1

Jefferson Elementary will provide a high quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment.

STATE PRIORITIES: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning)

FOCUSED GOAL #2

Jefferson will assess students to determine current proficiency levels and provide core instruction, interventions and supports through a high quality teaching program to ensure that each student will meet his or her learning potential.

STATE PRIORITIES: Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning);

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

BROAD GOAL #3

Jefferson Elementary will engage parents, community members, and other stakeholders in developing a positive climate and system of support centered around a "Growth Mindset" for students and families as we work together to ensure that each student ensures his or her emotional, social, and physical well being.

STATE PRIORITIES: Priority 3: Parental Involvement (Engagement); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement)

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 4	2
Grade 6	1
Grade 7	1
Grade 8	1
Total Enrollment	6

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.3
Male	66.7
Hispanic or Latino	66.7
White	33.3
English Learners	33.3
Socioeconomically Disadvantaged	50
Students with Disabilities	33.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The textbooks and instructional materials used at the school are from the most recent adoption and sufficient textbooks and instruction materials are available for each student as shown by the McKenney Vento reporting document and correlating inventory. Supplementary curriculum includes ST Math, Footsteps 2 Brilliance, Imagine Learning, and Fountas and Pinnell reading intervention. A new science program was adopted in 2020.

Year and month in which the data were collected	September, 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: "Journeys," K-5; and Houghton Mifflin: "Collections," 7-8 Adopted 2016-2017.	Yes	0%
Mathematics	Pearson Scott Foresman: "En Vision Math," K-6; and McGraw Hill: "CA Math, Courses 1,2,3" for grades 6-8; Houghton Mifflin, Agebra 1 Adopted 2014-2015	Yes	0%
Science	Discovery Education, CA Science K-8 Adopted 2020-2021	Yes	0%
History-Social Science	Harcourt School Publishers: Reflections/California Series, K-6; Teacher's Curriculum Institute History Alive, Middle School Program, 6-8 Adopted 2006	Yes	0%

School Facility Conditions and Planned Improvements

The school facility is inspected on a routine and ongoing basis by the school staff and independent inspectors. The teacher/principal conducts formal monthly inspections of the facility and grounds using a district-developed inspection tool; and she performs informal inspections daily. Keenan and Associates formally inspect the school facility and grounds annually and submit a report on findings. Once each year, the teacher/principal inspects the facility using the State Facility Inspection Tool (FIT). The FIT provides a guide and criteria for evaluating the condition of school facilities resulting in ratings of good, fair or poor. The results from the most recent inspection, conducted by the Teacher/Principal and a member of the Jefferson School Board in September 2021, resulted in ratings of "Fair to Good" for individual systems and an overall rating of "Good" meaning that the overall facilities are maintained in good repair with isolated, non-critical deficiencies that are in the process of being mitigated and one major repair noted and funding approved. Facility improvements and repairs in the last two years include the following: Removal of trees posing a potential safety risk was completed in January 2021. Funding for blacktop repairs was approved in November 2019 and completed in May 2021. Unfortunately, many of the cracks returned and the current recommendation is to remove the asphalt, lay a new foundation, and repour the asphalt over the the new foundation. Funding options are being researched. Plumbing repairs for the school building was completed in January 2021.

Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The blacktop was repaired in 2021, but the cracks have returned. Researching funding for more expensive replacement

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Jefferson district is governed by a 5-member school board comprised community members elected by voters. The school board holds monthly meetings during which parent and community members have the opportunity to give input to school board decisions. A calendar of meetings is sent out to parents and monthly agendas are posted to encourage parent/community involvement in governance issues. The School Site Council (SSC) is a formal committee made up of elected parents, middle school students and staff. The SSC meets formally each trimester to discuss and make recommendations to the Jefferson School Board for school improvement. The staff also meets informally with all families to obtain feedback and share student progress. These conversations play a critical role in development of the LCAP. By participating in annual surveys and interviews and attending School Site Council and Board meetings, parents can affect important decisions related to school improvement.

The school continues to seek to involve the whole community. Announcements pertaining to school events and organized opportunities for parent/community involvement are posted outside the school, sent home to parents, and transmitted online. With the improved bandwidth and access to technology, the school staff is implementing ways to develop ways to share more information online through Class Dojo, and Google Classroom. Parents continue to participate in biannual parent/teacher goal-setting conferences, and family participation events such as the school/community winter play, field trips, STEAM activities, Spelling Bees, the science fair, and many more.

For further information about parent and community participation, please contact the teacher, Mrs. Volmer or Instructional Aid, Ms. McFall, at 831-389-4593.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	6	6	0	0.0
Female	2	2	0	0.0
Male	4	4	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	4	4	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	0	0.0
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	3	3	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	--	--	--	--	3.47	0.20
Expulsions	--	--	--	--	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	--	--	2.45
Expulsions	--	--	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive School Safety Plan was reviewed and revised by the principal in August 2021. A second review was completed in January 2022. Because the safety plan had received a significant rewrite the previous year, no major rewrites were needed. The Teacher Principal developed the guidelines in collaboration with Public Health and other local superintendents. Provisions of the COVID safety plan included social distancing requirements, mask wearing, increased cleaning schedule, and temperature checks were continued from the previous school year. In 2021-2022, 100% of students returned to full-time, in-person instruction.

The use of Emergency Backpacks was reviewed and backpacks inventoried and stocked. The Hazardous Materials binder is compliant with state guidelines and expectations. An approved safety inspection tool was used as a guide for conducting inspections of the facilities and grounds and the facilities currently have a "Good" rating. The principal developed a schedule, in accordance with law, for holding fire, earthquake and lock-down drills. The teacher/principal and teaching assistant are certified in Child Abuse Reporting and Sexual Harassment Laws and Prevention. The school is in compliance with the laws, rules, and regulations pertaining to school safety. The plumbing system was upgraded and dead trees that were a hazard to the facility were removed in January 2021.

Key elements of the Comprehensive School Safety Plan include the following:

- School rules and procedures pertaining to discipline
- Policies regarding harassment, discrimination, intimidation
- Child abuse reporting procedures
- Policies related to suspension/expulsion,
- Anti-tobacco & alcohol policies
- Disaster procedures & emergency drills

* Crisis Response

- Safe ingress & egress of pupils, parents and staff
- Storing, using, and handling hazardous materials
- Inspections of school facilities and grounds
- Bullying and Violence Prevention

* Cyberbullying

* Field Trip Safety

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	1	1		
3				
4				
5	3	1		
6	2	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3	1	1		
4				
5				
6	1	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
1				
2				
3				
4	2	1		
5				
6	1	1		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,677	\$2,282	\$21,395	\$42,000
District	N/A	N/A	\$21,395	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	93.6	-51.9

2020-21 Types of Services Funded

In 2019-2020, Jefferson School received state and federal categorical funding for the following support programs:

- Title II -Staff Development
- Rural Education Achievement Program (REAP)

Jefferson received a federal grant award from the Rural Education Achievement Program. The funds are “restricted,” that is, available for use only for supplemental programs, goods and services. Funds were used in 2019-2020 to improve teacher quality, support academic achievement, increase educational technology, and support English language acquisition. Additionally, funds were used to provide instructional support through the Instructional Assistant.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	3%	7%

Professional Development

The primary of focus areas for professional development at Jefferson School are determined by student achievement data; School LCAP Goals; and the expressed and observed needs of teachers.

2021-2022 The Jefferson staff is in its fourth year working together for the school district. The Teacher Principal continues to receive ongoing professional development through the San Benito County Office of Education at monthly PLN and Superintendent meetings. She also completes online training and webinars covering safety topics, state testing requirements and certification, and so forth. the Teacher Principal continued the collaboration with San Jose State University to train the second Level 1 student teacher. The Teacher/Principal is researching options to apply for a Preliminary administrative credential and begin an induction program toward her clear admin credential.

The Instructional Aide continues to receive training from the Teacher/Principal as well as other professional development opportunities through the SBCOE. She holds a substitute license and is able to teach the class when the Teacher/Principal is absent.

2020-2021: The Jefferson staff is in its third year working together for the school district. The Teacher Principal continues to receive ongoing professional development through the San Benito County Office of Education at monthly PLN and Superintendent meetings. She also completes online training and webinars covering safety topics, state testing requirements and certification, and so forth. She attends a monthly cohort through the SBCOE entitled "Improving Digital Proficiency, Digital Citizenship, and Digital Literacy: Creative and Common Sense Media" that focuses on effective online teaching and using technology to increase student achievement. Finally, the Teacher Principal began collaboration with a San Jose State University with a Visiting Professor who teaches online credential classes after school hours. This collaboration resulted in Jefferson receiving the first student teacher from SJSU.

The Instructional Aide is in her second year of her teaching credential courses from the University of Phoenix. The Teacher Principal continues to provide in class coaching and professional development opportunities on a regular, ongoing basis. Time is reserved each Wednesday on the student's minimum day for the Teacher Principal and Instructional Aid to engage in collaboration, planning, and training. 2019-2020 Jefferson had 0% staff turnover for the school year. The primary area of focus for staff development was to continue the previously identified goal of increasing reading and writing achievement. The teacher principal receives ongoing support through the San Benito County Office of Education through monthly Professional Learning Network meetings and one-on-one mentoring when requested in areas such as financial management, technology support, instructional support, etc. Additional trainings were pursued by the teacher/principal through online webinars covering topics such as ELPAC, CAASPP, LCAP, CalPads, and so forth, as well as instructional workshops provided the county. She completed requirements for receiving her Preliminary Administration credential by passing the CPACE Content exam CPACE Performance exam before in October 2020.

The Instructional Aide passed the CBEST and has obtained her substitute credential. She is pursuing a teaching certificate through the University of Phoenix. Professional development and mentoring in implementing instructional strategies is ongoing and provided primarily by the Teacher Principal. The teacher/principal provided in-class coaching and professional development to the Instructional Aid to support the reading intervention program using the Fountas and Pinnell materials purchased the previous year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Jefferson Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Jefferson Elementary School District
Phone Number	(831) 389-4593
Superintendent	Elizabeth Volmer
Email Address	evolmer@sbcoe.org
District Website Address	sbcoe.k12.ca.us/districts/jefferson.

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--