

# 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	Jefferson Elementary School
<b>Street</b>	1037 E. Duff Avenue
<b>City, State, Zip</b>	Reedley, CA 93654
<b>Phone Number</b>	(559) 305-7230
<b>Principal</b>	Patricia Ledesma
<b>Email Address</b>	ledesma-p@kcusd.com
<b>School Website</b>	<a href="https://jefferson.kcusd.com/">https://jefferson.kcusd.com/</a>
<b>County-District-School (CDS) Code</b>	10622656006787

## 2021-22 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559.305.7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcusd.com
<b>District Website Address</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2021-22 School Overview

Jefferson School is located in the city of Reedley, California, and is one of seven K-5 schools in the Kings Canyon Unified School District. Jefferson serves approximately 390 students from transitional kindergarten through grade five. A total of 37 employees (22 certificated staff and 16 classified staff) serve the needs of students at Jefferson School.

The school provides a safe and nurturing environment that fosters the academic, social, and emotional development of every child. Jefferson has high expectations for academics and behavior that are communicated to students, parents, and staff. School personnel and students' families work together to help students achieve these high standards. All staff members believe that positive reinforcement promotes learning.

The school provides an after-school program for its students daily. An adult education program provides several classes for the parent community as well. Jefferson School has also been closely involved with the community through the YMAP program.

### **Mission Statement:**

Jefferson School is a place where:

- Children's individual worth will be recognized.
- Children's needs will receive the highest priority.
- Children have equal opportunities to learn.
- Children will be expected to behave and achieve at their highest level of potential.
- Children's teachers and support staff will be committed to providing quality education.
- Children's environment will be safe and conducive to learning.
- Children's parents will be involved in planning can carrying out the school program.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	53
Grade 2	54
Grade 3	55
Grade 4	78
Grade 5	62
Total Enrollment	391

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.3
Filipino	0.3
Hispanic or Latino	96.9
Two or More Races	0.5
White	2
English Learners	58.8
Foster Youth	0.8
Socioeconomically Disadvantaged	97.2
Students with Disabilities	10.7

## 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>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.0	94.4	303.2	73.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	17.3	4.2	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	51.9	12.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	15.1	3.7	12115.8	4.4
<b>Unknown</b>	1.0	5.6	23.3	5.7	18854.3	6.9
<b>Total Teaching Positions</b>	18.0	100.0	410.9	100.0	274759.1	100.0

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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At Jefferson Elementary school there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-5th: Engage New York (June 2014)	Yes	0%
Mathematics	Grades TK-5th: Engage New York (June 2014)	Yes	0%
Science	Grade K - 5: Amplify Science, 2020	Yes	0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A		NA

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Jefferson Elementary School has 21 classrooms, a library and an administration building. The main campus was built in 1964. Additional relocatable classrooms were constructed in 1996 and 1998. A multi-purpose room was constructed in 2009. Over the summer of 2018, modernization of the main office was completed along with installation of a shade structures and renovation of the 500 building. In addition, in 2019 solar panels were installed in the parking lot and six classrooms were recarpeted in the 100 and 200 wings.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

**Year and month of the most recent FIT report**

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Portable classrooms 700 and 701 are sinking due to no foundation. Buildings were placed directly on dirt. Maintenance in the process of replacing dry rot sub flooring.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Damaged sprinkler system behind Jefferson Pre-school. Grounds in the process of installing a new irrigation system.

## 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	198	194	97.98	2.02	31.96
Female	96	96	100	0	37.5
Male	102	98	96.08	3.92	26.53
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	193	189	97.93	2.07	31.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	105	98.13	1.87	16.19
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	193	189	97.93	2.07	31.75
Students Receiving Migrant Education Services	20	20	100	0	15
Students with Disabilities	30	27	90	10	22.22

## 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	198	194	97.98	2.02	28.35
Female	96	96	100.00	0.00	28.13
Male	102	98	96.08	3.92	28.57
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	193	189	97.93	2.07	29.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	105	98.13	1.87	20.95
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	193	189	97.93	2.07	27.51
Students Receiving Migrant Education Services	20	20	100.00	0.00	10.00
Students with Disabilities	30	27	90.00	10.00	11.11

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	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
<b>All Students</b>	66	NT	NT	NT	NT
<b>Female</b>	27	NT	NT	NT	NT
<b>Male</b>	39	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	64	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	20	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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

Parent involvement and communication are essential to our school success. Jefferson Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

Our parents have participated in the following school functions: Back-to-School Night, Puente Workshops, Parent Education classes: English Language Development, parenting skills, Zumba, Sight Word Support, Care Corazon, Latino Literacy, Nutrition Workshops, Diabetes Prevention Presentations, and citizenship education. Parents also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), and School Site Council (SSC).

Home and school communication is always in a bilingual format and is enhanced through notices, phone contact, the school electronic message board, school dojo, parent-teacher conferences, the student/parent handbook, the school website, student report cards, and other regular communication activities. Translation and child care are regularly provided. In addition, parent education classes and workshops are offered regularly.

Parents who would like more information on how to become involved may contact Principal Patricia Ledesma at (559) 305-7230.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	410	61	14.9
Female	206	201	29	14.4
Male	216	209	32	15.3
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	407	396	58	14.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	2	0	0.0
White	10	9	1	11.1
English Learners	256	248	37	14.9
Foster Youth	5	4	2	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	407	397	60	15.1
Students Receiving Migrant Education Services	32	31	2	6.5
Students with Disabilities	51	51	7	13.7

### 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
<b>Suspensions</b>	0.23	0.00	3.08	0.53	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	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
<b>Suspensions</b>	0.00	2.38	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The safety of students and staff is a primary concern at Jefferson Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. Parent volunteers are also required to complete a parent volunteer application. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, suicide prevention, AED use, cleaning and disinfecting, COVID, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed and approved by the school site council on January 21, 2021, and discussed with staff on August 10, 2021. An updated copy is available to the public at the school office.

## 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	22	1	3	
1	26		2	
2	23		3	
3	22	1	2	
4	27		2	
5	31		2	
6				



## 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	19	4		
1	25		2	
2	25		2	
3	25		3	
4	31		2	
5	30		2	
6				
Other	10	2		

## 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	22	1	3	
1	18	3		
2	17	3		
3	25		2	
4	33		1	
5	31		2	
6				
Other	12	2		

## 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	1
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	\$8,248.08	\$1,716.80	\$6,531.28	\$79,892.48
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	-13.5	5.9
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-25.5	-1.4

## 2020-21 Types of Services Funded

State Lottery, School Library and Improvement, After School Education and Safety Grant, Title I School Wide, Title 1 Parent, Title 1 Professional Development, Save the Children and LCAPP Parent Academy, Supplemental Intervention, PBIS, and CARE, Special Education, Migrant

## 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,010	\$51,029
<b>Mid-Range Teacher Salary</b>	\$69,956	\$78,583
<b>Highest Teacher Salary</b>	\$102,133	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$123,232	\$124,576
<b>Average Principal Salary (Middle)</b>	\$132,992	\$131,395
<b>Average Principal Salary (High)</b>	\$147,623	\$144,697
<b>Superintendent Salary</b>	\$223,065	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Professional development at Jefferson Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

For the 2019-2020 school year, Jefferson continues with EngageNY implementation of common core ELA and Math units, Imagine Learning, and Achieve for intervention. The following areas are professional development offered for the year: Professional Learning Communities, Achievement Team Training, Write From the Beginning, Academic Language Routines, Instructional Strategies Playbook, Thinking Maps, Foundational Skills, Unique Learning, PBIS, NGSS Science and lesson study, Great Minds Conceptual Math training, classroom Management. Teachers are supported by an instructional coach in all areas. Teachers are supported through professional development on early release Wednesdays, attendance in conferences, in-class coaching, conferences with the principal or learning director, mentor teachers, and support from district personnel.

For the 2020-2021 school year, Jefferson continues with EngageNY implementation of common core ELA and Math units, Imagine Learning, English 3D and Amplify Science. The following areas are professional development offered for the year: Professional Learning Communities, Write From the Beginning, Academic Language Routines, Instructional Strategies Playbook, Thinking Maps, Foundational Skills, Unique Learning, PBIS, Amplify Science, Great Minds Conceptual Math training, classroom Management, Distance Education platforms. Teachers are supported by an instructional coach in all areas. Teachers are supported through professional development on early release Wednesdays, attendance in virtual conferences, in-class coaching, conferences with the principal or learning director, mentor teachers, and support from district personnel.

For the 2021-2022 school year, the focus has been on the development of effective professional learning communities with an emphasis on reading comprehension. The guiding coalition team meets one time per month to refine our PLC practices and our focus on high leverage teaching practices. Jefferson continues with EngageNY implementation of common core ELA and Math units, Imagine Learning, English 3D and Amplify Science. The following areas are professional development offered for the year: Professional Learning Communities, Write From the Beginning, Academic Language Routines, Thinking Maps, Foundational Skills, Unique Learning, PBIS, Amplify Science, classroom management and training on the impact of trauma on mental health well being. New teachers are supported by an instructional coach and meet two times per month with the principal for support and guidance. Teachers are supported through professional development on early release Wednesdays, buyback days, and through attendance in virtual conferences.

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

Subject	2019-20	2020-21	2021-22
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# Kings Canyon Joint Unified 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 Students 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

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559.305.7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcusd.com
<b>District Website Address</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</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
<b>All Students</b>	5121	4993	97.50	2.50	41.96
<b>Female</b>	2481	2426	97.78	2.22	47.03
<b>Male</b>	2640	2567	97.23	2.77	37.16
<b>American Indian or Alaska Native</b>	23	20	86.96	13.04	20.00
<b>Asian</b>	27	26	96.30	3.70	57.69
<b>Black or African American</b>	14	14	100.00	0.00	57.14
<b>Filipino</b>	15	13	86.67	13.33	69.23
<b>Hispanic or Latino</b>	4567	4471	97.90	2.10	40.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	55	91.67	8.33	45.45
<b>White</b>	412	391	94.90	5.10	55.75
<b>English Learners</b>	1328	1286	96.84	3.16	8.94
<b>Foster Youth</b>	39	37	94.87	5.13	29.73
<b>Homeless</b>	38	30	78.95	21.05	26.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4490	4390	97.77	2.23	39.27
<b>Students Receiving Migrant Education Services</b>	254	250	98.43	1.57	31.60
<b>Students with Disabilities</b>	400	368	92.00	8.00	11.41

## 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
<b>All Students</b>	5122	5003	97.68	2.32	25.42
<b>Female</b>	2481	2432	98.02	1.98	25.25
<b>Male</b>	2641	2571	97.35	2.65	25.59
<b>American Indian or Alaska Native</b>	23	20	86.96	13.04	10.00
<b>Asian</b>	27	27	100.00	0.00	44.44
<b>Black or African American</b>	15	14	93.33	6.67	42.86
<b>Filipino</b>	15	13	86.67	13.33	38.46
<b>Hispanic or Latino</b>	4567	4478	98.05	1.95	23.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	56	93.33	6.67	35.71
<b>White</b>	412	392	95.15		42.09
<b>English Learners</b>	1328	1298	97.74	2.26	6.01
<b>Foster Youth</b>	39	38	97.44	2.56	18.42
<b>Homeless</b>	38	32	84.21	15.79	12.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4491	4399	97.95	2.05	22.64
<b>Students Receiving Migrant Education Services</b>	254	253	99.61	0.39	15.42
<b>Students with Disabilities</b>	401	368	91.77	8.23	7.07

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.