Jefferson Elementary School

1400 Ada Street • Berkeley, CA 94702 • (510) 644-6298 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Berkeley Public Schools
Berkeley Unified School District

Berkeley Unified School District
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Principal's Message

We are proud to present our annual report for the 2014-2015 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the district and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You will also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state. Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

Sonya Martin
Principal

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 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (510) 644-6298 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	101
Grade 1	44
Grade 2	63
Grade 3	65
Grade 4	68
Grade 5	51
Total Enrollment	392

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	12.5
American Indian or Alaska Native	0.3
Asian	8.2
Filipino	1
Hispanic or Latino	18.1
White	42.9
Two or More Races	17.1
Socioeconomically Disadvantaged	32.7
English Learners	8.4
Students with Disabilities	4.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Jefferson Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	18	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Jefferson Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Teachers College Readig and Writing Project Adopted 2011 & Lesson Study by Lucy Caulkins Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	A Story of Units (Eureka Math) pilot 2013-14 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: October 13, 2010

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Major modernization in summer of 2014. Two additions built
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
Electrical: Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Several new components of grounds installed in summer 2015
Overall Rating	**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], Science California Standards Tests); and

• The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	70	57	44
Math	68	52	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	65	70	73	65	66	66	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	28.60	26.50	18.40

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	73
Male	60
Female	86
Black or African American	--
Asian	--
Hispanic or Latino	--
White	85
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	33
Foster Youth	--

* Scores are not shown 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.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	65	65	100.0	15	9	32	43
	4	73	72	98.6	21	18	29	32
	5	52	49	94.2	16	8	43	33
Male	3		37	56.9	22	8	27	43
	4		38	52.1	21	21	26	32
	5		25	48.1	24	8	52	16
Female	3		28	43.1	7	11	39	43
	4		34	46.6	21	15	32	32
	5		24	46.2	8	8	33	50
Black or African American	3		7	10.8	--	--	--	--
	4		11	15.1	73	18	9	0
	5		9	17.3	--	--	--	--
American Indian or Alaska Native	3		1	1.5	--	--	--	--
Asian	3		7	10.8	--	--	--	--
	4		4	5.5	--	--	--	--
	5		4	7.7	--	--	--	--
Filipino	3		1	1.5	--	--	--	--
Hispanic or Latino	3		14	21.5	36	7	29	29
	4		10	13.7	--	--	--	--
	5		9	17.3	--	--	--	--
White	3		24	36.9	0	8	38	54
	4		35	47.9	6	11	40	43
	5		20	38.5	0	5	55	40
Two or More Races	3		11	16.9	0	9	36	55
	4		12	16.4	8	33	25	33
	5		7	13.5	--	--	--	--
Socioeconomically Disadvantaged	3		19	29.2	42	16	26	16
	4		23	31.5	65	22	9	4
	5		18	34.6	39	11	39	11
English Learners	3		6	9.2	--	--	--	--
	4		6	8.2	--	--	--	--
	5		5	9.6	--	--	--	--
Students with Disabilities	3		5	7.7	--	--	--	--
	4		5	6.8	--	--	--	--
	5		7	13.5	--	--	--	--

Table heading: School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	65	65	100.0	11	12	20	57
	4	73	72	98.6	10	26	38	26
	5	52	49	94.2	18	18	14	49
Male	3		37	56.9	14	11	11	65
	4		38	52.1	11	26	34	29
	5		25	48.1	28	24	20	28
Female	3		28	43.1	7	14	32	46
	4		34	46.6	9	26	41	24
	5		24	46.2	8	13	8	71
Black or African American	3		7	10.8	--	--	--	--
	4		11	15.1	36	55	9	0
	5		9	17.3	--	--	--	--
American Indian or Alaska Native	3		1	1.5	--	--	--	--
Asian	3		7	10.8	--	--	--	--
	4		4	5.5	--	--	--	--
	5		4	7.7	--	--	--	--
Filipino	3		1	1.5	--	--	--	--
Hispanic or Latino	3		14	21.5	21	29	29	21
	4		10	13.7	--	--	--	--
	5		9	17.3	--	--	--	--
White	3		24	36.9	0	0	8	92
	4		35	47.9	0	20	40	40
	5		20	38.5	0	20	15	65
Two or More Races	3		11	16.9	9	9	27	55
	4		12	16.4	8	17	58	17
	5		7	13.5	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		19	29.2	32	26	21	21
	4		23	31.5	30	48	17	4
	5		18	34.6	39	22	11	28
English Learners	3		6	9.2	--	--	--	--
	4		6	8.2	--	--	--	--
	5		5	9.6	--	--	--	--
Students with Disabilities	3		5	7.7	--	--	--	--
	4		5	6.8	--	--	--	--
	5		7	13.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
We welcome paren/guardian participation. More than 90 percent of our parents/guardians participated in parent/guardian-teacher conferences. Parents and guardians volunteer by assisting teachers in the classroom and the literacy library, chaperoning students on field trips, and shelving books in the library, staffing the office, tutoring students and bringing enrichment activities to our classrooms. They are also active members on governance committees (School Site Council, Berkeley School Excellence Program, School Advisory, and English Language Advisory). Parents and guardians also participate through the Black Families Group, Project Color, The Giving Campaign, the Garden Committee, JefferSons and Daughters, the Science Committee and a host of other committees.Our active PTA sponsors monthly events, including our annual pancake breakfast, family art night, literacy night, math and science night, and holiday events. They also host fund-raising campaigns such as the May Fair, Walk-a-thon, Silent Auction, and Book Fairs that bring in money for school activities.

For more information on how you can get involved, please call the school office at (510) 644-6298.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
Jefferson Elementary School was constructed in 1952 and is comprised of three buildings. The main building is an interconnected, partial two-story reinforced concrete building with a partial basement. There is one single portable building. The campus covers nearly three acres and includes 15 permanent classrooms, three staff work rooms, a library, one multipurpose room, one playground, and one cafeteria.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.58	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.93	3.02	2.93
Expulsions Rate	0.01	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	22	20	3		3		2	2			
1	22	22	22				2	3	2			
2	20	21	21	2	1	1	1	2	2			
3	22	21	22		1		2	2	3			
4	28	24	23				2	2	6			
5	27	54	19			4	2	2	4		1	
Other	21						1					

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	0.7
Other	0
Average Number of Students per Staff Member	
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.

Professional Development provided for Teachers

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2014-15, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2014 participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District training's, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$40,051	$42,315
Mid-Range Teacher Salary	$67,093	$66,451
Highest Teacher Salary	$83,252	$85,603
Average Principal Salary (ES)	$114,002	$105,079
Average Principal Salary (MS)	$120,737	$111,005
Average Principal Salary (HS)	$145,832	$121,310
Superintendent Salary	$229,500	$189,899
Percent of District Budget		
Teacher Salaries	36%	39%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,096	$1,894	$6,203	$62,595
District	♦	♦	$5,852	$70,036
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			6.0	-8.2
Percent Difference: School Site/ State			32.3	-7.6

* Cells with ♦ do not require data.

Types of Services Funded

The use of our federal, state and local funds is reviewed and assessed by the School Governance Council each year. Our school's state and federal funds are primarily dedicated to funding a literacy coach, an English Language Development teacher, and to promote parent involvement at school and in the home. The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms.

Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, afterschool enrichment scholarships, teachers' classroom requests, classroom library books, and more.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.