

# Thomas Jefferson Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

#### 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (School Year 2016-17)

School Contact Information	
<b>School Name</b>	Thomas Jefferson Elementary
<b>Street</b>	4285 Jefferson Street
<b>City, State, Zip</b>	Riverside, CA 92504-2423
<b>Phone Number</b>	(951) 352-8218
<b>Principal</b>	Maria Ortega
<b>E-mail Address</b>	<a href="mailto:mortega@rusd.k12.ca.us">mortega@rusd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://rusdlink.org/Domain/22">http://rusdlink.org/Domain/22</a>
<b>CDS Code</b>	33-67215-6032668

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

The Thomas Jefferson Elementary School community including administrators, teachers, staff, and parents are committed to providing all students a rigorous Common Core Standards-based Educational Program for academic excellence using effective learning strategies for all students including at-risk, Academic English Learners, gifted and talented, socio-economically disadvantaged and those with special needs, to meet or exceed the federal and state standards. Our goal is to increase student achievement to meet or exceed grade-level standards and to enable students to become responsible, well-educated, successful adults. We will ensure every student is prepared for the next grade level by filling in their learning gaps. We will collaborate with colleagues, provide interventions, plan meaningful instruction, set goals, and create engaging activities. We are committed to empowering lifelong learners to thrive and compete in our ever changing global society!

#### PROGRAMS:

1. Transitional Kindergarten through Sixth Grade
2. Dual Language Immersion Kindergarten through Second Grade
3. AVID for 3rd through 6th grade students
4. Spanish Preschool and Head Start programs for our four year olds
5. HEARTS After School Program for students that receive a slot in the program
6. READ 180 and System 44 as a Reading Intervention Program
7. Accelerated Reader -computer based
8. First In Math-computer based
9. Read Naturally Live-computer based
10. Fall and Spring Intervention for all our students that are at-risk of failure on Tuesdays and Thursdays after school for one hour

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	200
Grade 1	138
Grade 2	126
Grade 3	141
Grade 4	148
Grade 5	139
Grade 6	120
Total Enrollment	1,012

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0.4
Hispanic or Latino	81.6
Native Hawaiian or Pacific Islander	0.3
White	10.3
Two or More Races	0.5
Socioeconomically Disadvantaged	85.5
English Learners	29.1
Students with Disabilities	8.8
Foster Youth	0.5

**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**

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	39	44	46	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	94.4	5.6
<b>High-Poverty Schools in District</b>	94.3	5.7
<b>Low-Poverty Schools in District</b>	94.7	5.3

Note: 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 2016-17)**

**Year and month in which data were collected:** 12/01/2016

**Materials Sufficiency Board Meeting Date:** 04/11/2016

The table displays information collected on 12/01/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010) McGraw-Hill Education: Marvillas K-6 DLI (Adopted in 2016)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common core 2015, K-6 (adopted in 2014)	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1948

Last Modernized: 1999

Lot Size: 10 Acres

34 Permanent Classrooms

16 Portable Classrooms

Library/Multi-Purpose Room

Indoor and Outdoor Cafeteria

Completely Air Conditioned

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Jefferson Elementary School completed their school site inspection on 05/10/17.

Jefferson has a full time and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 444

Labor Hours = 1471.14

Assessed Value of Work = \$73233.21

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 5/10/2017</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			A11: Paint main office ceiling white WO16-260878 A11: Patch/Paint wall in principal's office WO16-261270 B26: Replace entire baseboard in the multi purpose room WO 16-247803 B27: Our stage and step to the stage need refinishing. The small step up to the stage also needs attention WO16-243735 B30: Repair hole in wall in the kitchen WO16-259490 C6: Re glue baseboard back to wall WO16-240864 D11: Missing carpet reducer WO16-245192 D13: Replace missing carpet reducer WO 16-252861 E22: Carpet coming apart from floor WO16-255800 H36: Replace missing deiling tiles special cut WO16-260619 K3: Missing floor tile WO16-240915
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			P2: Bad odor coming from underneath WO16-264597
<b>Electrical:</b> Electrical	X			Grounds outside of 22: Outside night light not working WO 16-261433 Grounds outside of Main Office: Outside night light not workin in patio area of the main office WO16-261434 Kinder 4: Ballast out WO16-263215 Q45: Ballast has flickering lights WO16-262085 Q45: Light is blinking WO 16-261461
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Q40: Check weak floor WO16-264295

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B26: Cracked window in MPR WO16-264296 B30: Door strip on bottom of door in kitchen office WO16-259492 E22: Back door replace stripped/missing screws top hinge WO16-264294 Grounds behind Room 13: Shave asphalt by ramp tripping hazard WO16-264831 Grounds in front of 29A: Crack rising rapidly that is creating a tripping hazard WO16-261313 Kinder 4: Replace missing weather strip on door WO16-263216 P42: Door knob came off WO15-239971

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/10/2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	33	38	44	48	44	48
<b>Mathematics</b>	35	34	33	35	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	143	140	97.9	35.0
	<b>4</b>	150	146	97.3	44.5
	<b>5</b>	140	136	97.1	38.2
	<b>6</b>	125	119	95.2	32.8
<b>Male</b>	<b>3</b>	80	79	98.8	31.6
	<b>4</b>	82	80	97.6	32.5
	<b>5</b>	74	70	94.6	40.0
	<b>6</b>	58	54	93.1	25.9
<b>Female</b>	<b>3</b>	63	61	96.8	39.3
	<b>4</b>	68	66	97.1	59.1
	<b>5</b>	66	66	100.0	36.4
	<b>6</b>	67	65	97.0	38.5
<b>Hispanic or Latino</b>	<b>3</b>	117	115	98.3	34.8
	<b>4</b>	119	117	98.3	43.6
	<b>5</b>	110	107	97.3	35.5
	<b>6</b>	94	90	95.7	32.2
<b>White</b>	<b>3</b>	14	13	92.9	23.1
	<b>4</b>	18	16	88.9	56.3
	<b>5</b>	15	14	93.3	50.0
	<b>6</b>	17	15	88.2	33.3
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	125	124	99.2	33.9
	<b>4</b>	122	120	98.4	39.2
	<b>5</b>	125	121	96.8	33.1
	<b>6</b>	110	105	95.5	31.4
<b>English Learners</b>	<b>3</b>	36	35	97.2	11.4
	<b>4</b>	25	22	88.0	13.6
	<b>5</b>	38	35	92.1	
	<b>6</b>	15	11	73.3	
<b>Students with Disabilities</b>	<b>3</b>	15	14	93.3	14.3
	<b>4</b>	17	17	100.0	11.8
	<b>5</b>	18	18	100.0	5.6

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	143	141	98.6	43.3
	<b>4</b>	150	149	99.3	37.6
	<b>5</b>	140	138	98.6	26.8
	<b>6</b>	125	123	98.4	25.2
<b>Male</b>	<b>3</b>	80	79	98.8	45.6
	<b>4</b>	82	82	100.0	30.5
	<b>5</b>	74	72	97.3	30.6
	<b>6</b>	58	57	98.3	26.3
<b>Female</b>	<b>3</b>	63	62	98.4	40.3
	<b>4</b>	68	67	98.5	46.3
	<b>5</b>	66	66	100.0	22.7
	<b>6</b>	67	66	98.5	24.2
<b>Hispanic or Latino</b>	<b>3</b>	117	116	99.2	43.1
	<b>4</b>	119	119	100.0	36.1
	<b>5</b>	110	108	98.2	24.1
	<b>6</b>	94	93	98.9	22.6
<b>White</b>	<b>3</b>	14	13	92.9	46.1
	<b>4</b>	18	17	94.4	52.9
	<b>5</b>	15	15	100.0	40.0
	<b>6</b>	17	16	94.1	43.8
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	125	124	99.2	40.3
	<b>4</b>	122	122	100.0	32.8
	<b>5</b>	125	123	98.4	22.8
	<b>6</b>	110	109	99.1	24.8
<b>English Learners</b>	<b>3</b>	36	36	100.0	13.9
	<b>4</b>	25	25	100.0	16.0
	<b>5</b>	38	37	97.4	5.4
	<b>6</b>	15	15	100.0	
<b>Students with Disabilities</b>	<b>3</b>	15	14	93.3	28.6
	<b>4</b>	17	17	100.0	5.9
	<b>5</b>	18	18	100.0	11.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	53	52	44	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	140	135	96.4	44.4
<b>Male</b>	74	70	94.6	51.4
<b>Female</b>	66	65	98.5	36.9
<b>Hispanic or Latino</b>	110	106	96.4	41.5
<b>White</b>	15	14	93.3	57.1
<b>Socioeconomically Disadvantaged</b>	125	121	96.8	39.7
<b>English Learners</b>	38	36	94.7	8.3
<b>Students with Disabilities</b>	18	18	100.0	38.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	21.6	25.4	21.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 (School Year 2016-17)

Parents/Guardians are encouraged to attend School Site Council, PTA, Title 1 Advisory Committee, and English Learner Committee meetings monthly. Parent/Guardian workshops are conducted on a regular basis that assist parents in supporting their child's education at home or as classroom volunteers. Parents/Guardians are offered a variety of classes during school hours and in the evening to help them with parenting skills, Family Literacy and understanding the curriculum. Parents/Guardians are encouraged to check the school website or current newsletter to see the current listing of classes that will be offered throughout each month on different topics and/or activities. The monthly calendar that is sent home with the students also is a resource for our parents to see what is being offered here on our site. Parents/Guardians can also take an active role in their child's education through homework monitoring and ongoing communication with the school. Parents/Guardians are encouraged to volunteer in their child's classroom and assist the teacher with learning activities or projects. The new program for our parents is PIQE which is a 10 week class offered in the spring to prepare the parents for understanding what school is all about from preschool through high school and how to ensure that your child is college and career bound. The PIQE classes are offered in English and Spanish. The parent involvement contact person for the school is Maria Ortega, Principal, and can be contacted at 951-352-8218.

### 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.

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	3.0	1.2	2.4	4.5	4.4	4.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		5		25		6		25	1	7	0
1	28		5		23		5		28	0	5	0
2	29		5		26		5		25	0	5	0
3	28		4		28		5		24	1	5	0
4	21	2	4		26	1	4		25	1	5	0
5	33		1	3	21	1	4		28	1	2	2
6	28	1	4		28	1	2	2	20	2	4	0

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,246	\$1,156	\$5,090	\$82,349
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-2.8	0.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-10.3	8.6

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

Jefferson Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$123,280 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$234,514 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

**Professional Development (Most Recent Three Years)**

During the 2013-2014 school year, all staff members at Jefferson participated in site staff development training. Many staff members participated in other activities sponsored by the school, district, or through special projects that were appropriate for their individual needs during the Summer of 2013. The major topics covered during the workshops are listed below. The training occurred during staff meetings, PLC meetings, district workshops or professional development days.

1. Training in the use of Treasures Reading Series for Kinder through second grade
2. ELD for the Academic English Learners training provided by the administration
3. Differentiated Instruction for Academic English Learners
4. AVID Summer Training for 4th-6th grade teachers (Advancement Via Individual Determination)
5. AVID Training for each individual grade level during school year

6. Math Training provided on the Math Practice Standards 1, 3, and 6
7. Transition to the Common Core Standards -throughout the year
8. Close Reading-how to implement
9. Professional Learning Community meetings weekly
10. Staff meetings covering topics on Language Arts, Math, ELD and transitions to the Common Core Standards

During the 2014-2015 school year, all staff members at Jefferson participated in site and district staff development training. Many staff members participated in other activities and staff development that was appropriate for their grade level and or for the curriculum that they are teaching. The teachers participated in a total of 5 staff development days provided and taught by our district staff developers last year in the areas of language arts and mathematics.

On our site we also covered during staff meeting and PLCs the following:

1. Continued Training in the use of Treasures Reading Series for Kindergarten through second grade
2. AVID Refresher staff meeting
3. Digital Literacy and Digital Citizenship
4. Use of technology
5. CLOSE Reading-refresher training
6. Professional Learning Community meetings weekly to share data and to plan for Units of Study.
7. Units of Study-plan and implement
8. Number Talks-planning and implementation
9. Staff Meetings covered topics on Language Arts, Math, Data, Common Core Standards, Technology and Digital Citizenship.

Teachers work closely with their grade level colleagues to develop their lessons and plan to meet the students needs based on data they collect from Unit tests, DIBELS, and all other assessments.

During the 2015-16 school year , all staff members at Jefferson participated in site and district staff development training. Many of the staff members and teachers participated in other workshops and professional development that was appropriate to their grade level or for the curriculum that they would be teaching. The teachers can look on the Professional Development HUB and find topics that they would like to learn about and sign up for the classes that occur after school or during the school day for them to attend. This is well used by the teachers at Jefferson. Our Dual Immersion Teachers do all they can to work with colleagues at other sites and attend regularly scheduled professional development opportunities at Castle View or Washington to help them improve their practice.

Our teachers had 3 days of training provided by the district for professional development in the area of Language Arts and Mathematics provided by the staff developers from the district. The teachers received 2 days of training at the school site one day for Language Arts and one day for Math. The teachers met with the staff developers in each subject area to help them work on the standards, lessons, units of study and planning.

Our site also worked on the following during staff meetings:

1. Treasures Reading Series for K-2
2. K-2 Institute and the implementation of the program
3. Number Talks and how to use them in the math lesson 3 to 4 days a week
4. Use of Technology in the classroom such as Google Docs, Typing programs and preparing for SBAC testing
5. Working on and creating our new Action Plan for our site aligned to the District Action Plan
6. Professional Learning Community Weekly Meetings to share data and plan lessons as grade levels
7. Staff Meetings covered topics on Language Arts, Math, Data, Common Core Standards, Technology, Digital Citizenship, Digital Literacy and Too Good for Drugs.

Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

In 2016-17 staff participated in:

1. Wonders Language Arts Training 3 days,
2. AIMSWeb and MAC Assessment Training 1 day,
3. K-2 Institute Training for New Teachers 3 days,
4. Math training on site per grade level-1 day,
5. Language Arts training on site per grade level-1 day,
6. Instructional Guide for all Teachers-throughout the year at staff meetings,
7. Number Talks Training-1 day and Engagement-1 day.