

# Thomas Jefferson Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## About This School

#### **School Contact Information (School Year 2019-20)**

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

Entity	Contact Information
<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	David C. Hansen, Ed.D.
<b>Email Address</b>	dchansen@rusd.k12.ca.us
<b>Website</b>	www.rusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

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 learning opportunities for all students. We are committed to empowering lifelong learners to thrive and compete in our ever changing global society!

#### PROGRAMS:

1. Transitional Kindergarten through Sixth Grade for all students
2. Dual Language Immersion Kindergarten through Fifth Grade for students wanting to become bilingual
3. AVID for 3rd through 6th grade students to prepare them for college and career
4. Spanish Preschool and Head Start Programs for our three and four year olds
5. HEARTS-Our After School Program for students that are selected and registered for the program
6. System 44, Read 180 and Wonder Works as our site Reading Intervention Programs for our Tier 2 Intervention
7. Accelerated Reader -computer based reading program for 2nd through sixth grade students to support reading
8. Dreambox Learning for Math-computer based math program for TK-sixth grade students to support mathematics
9. Read Naturally Live and Lexia Reading -computer based intervention reading program for students that need additional support
10. LAB! Intervention Program for our at-risk English Learners on Tuesdays and Thursdays after school for 1 1/2 hours. This is a 10 week program.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	173
<b>Grade 1</b>	135
<b>Grade 2</b>	139
<b>Grade 3</b>	154
<b>Grade 4</b>	130
<b>Grade 5</b>	132
<b>Grade 6</b>	130
<b>Total Enrollment</b>	993

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	0.3
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	0.4
White	8.5
Two or More Races	0.8
Socioeconomically Disadvantaged	84.5
English Learners	30.2
Students with Disabilities	9
Foster Youth	0.4
Homeless	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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	46	46	45	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2019

The table displays information collected in in September 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Science</b>	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Health</b>	Healthy Me 3-6 Family Life (adopted 2009)	No	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.

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.

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

# of Work Orders = 342  
 Labor Hours = 935.29  
 Assessed Value of Work = \$39972.55

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	JEFD-12 (Classroom): 4: (D) Sink base cabinet doors will not close fully.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	JEFD-8 (Classroom): 7: (D) Electrical components are damaged or not functioning properly; GFCI outlet will not test \ or reset. 15: (D) North exterior classroom door will not self latch upon return.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	JEFC-5 (Classroom): 9: (D) Water pressure too low JEFC-7 (Classroom): 9: (D) Sink/fountain is not working; Labeled out of order. JEFC-8 (Restroom): 8: (D) Toilet in ADA stall has very loose toilet seat. JEFD-10 (Classroom): 9: (D) Sink/fountain fixture is loose; Faucet is very loose at base. 15: (D) door will not self latch upon return. JEFD-15 (Restroom): 8: (D) Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional; Middle stall door missing.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	JEFD-10 (Classroom): 9: (D) Sink/fountain fixture is loose; Faucet is very loose at base. 15: (D) door will not self latch upon return. JEFD-13 (Classroom): 15: (D) North exterior classroom door will not self latch upon return. JEFD-16 (Classroom): 15: (D) South exterior classroom door will not self latch upon return. JEFD-8 (Classroom): 7: (D) Electrical components are damaged or not functioning properly; GFCI outlet will not test \ or reset. 15: (D) North exterior classroom door will not self latch upon return.
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	39	49	51	50	50
Mathematics (grades 3-8 and 11)	36	31	35	36	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	548	544	99.27	0.73	38.79
Male	294	292	99.32	0.68	34.93
Female	254	252	99.21	0.79	43.25
Black or African American	27	27	100.00	0.00	40.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	461	457	99.13	0.87	37.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	40	100.00	0.00	47.50



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	470	466	99.15	0.85	36.91
English Learners	217	213	98.16	1.84	26.29
Students with Disabilities	64	64	100.00	0.00	17.19
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	49	47	95.92	4.08	31.91

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	547	546	99.82	0.18	30.77
Male	294	294	100.00	0.00	32.99
Female	253	252	99.60	0.40	28.17
Black or African American	27	27	100.00	0.00	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	460	459	99.78	0.22	30.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	40	100.00	0.00	35.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	469	469	100.00	0.00	29.00
English Learners	216	216	100.00	0.00	19.91
Students with Disabilities	64	64	100.00	0.00	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	49	49	100.00	0.00	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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
5	16.7	20.3	32.6

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 through the site or the Family Resource Center. 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 or to chaperone on grade level field trips. The parents can enjoy participating annually in parenting workshops sponsored by the school along with all of the wonderful activities provided by PTA. 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 State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.7	1.4	1.1	3.6	3.8	4.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.1	0.0	0.2	0.2	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	7		21	2	6		25		7	
1	26		6		25		6		27		5	
2	22		6		25		6		23		6	
3	26		5		25		5		25		6	
4	24	1	5		33		1	3	23	1	5	
5	27		5		25		5		33		2	2
6	27	1	4		24	2	1	3	26	1	4	
Other**					5	1						

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7099.59	840.38	6259.22	93459.36
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-6.1	-2.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-23.5	10.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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

\$141,374 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

\$346,520.93 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	15

During the 2017-18 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 for their grade level or for the curriculum that they teach. Teachers could look on the Professional Development HUB and find topics that they would like to learn about and sign up for the classes that occur during the school day or after school for them to attend. This system is used by all teachers and instructional assistants to meet the needs of the students they serve. Our Dual Immersion Teachers do all they can to work with colleagues from other DLI programs and to attend conferences and staff development when available.

In 2017-2018 staff will participate in:

1. 1/2 Day of Professional Growth at King High School on August 24, 2017
2. In-depth Study of the Instructional Guide -throughout the school year at staff meetings for all Teachers
3. Professional Growth Day for all Teams in the Fall for Eureka Math-scheduled by team
4. Professional Growth Day for all Teams in the Winter for Language Arts-scheduled by team
5. Engagement, ELD, Trauma, Restorative Circles, Math, Language Arts, Interventions and other topics will be covered throughout the year at staff meetings.

During the 2018-19 school year, all staff members at Jefferson participated in site and district staff development training. Many of the staff members and teachers participate in other workshops and professional development that was appropriate for their grade level, their classified position or their area of expertise. The teachers and staff could look on the Professional Development HUB and find workshops, topics or classes that they would like to take or sign up for to strengthen their skills and abilities. The professional development is offered during school hours, after school hours and on Saturdays. The teachers can also go to Powerhouse Learning and participate in learning more through web based learning as well. Our teachers also have the opportunities during staff meetings and their Professional Learning Communities to receive additional professional development from Instructional Services Specialists, colleagues or the site administration. Our Dual Immersion Teachers also work with their other colleagues in the district to receive additional support and professional development throughout the year.

In 2018-2019 staff will participate in:

1. School Leadership Training-Collaborative-3 times this year with the 8 team leaders.
2. Instructional Design and Instructional Rounds-2 times this year with 7 teachers.
3. Eureka Math Training for all teachers-3 times this year.
4. Danielson Training for all teachers-2 times this year.
5. Restorative Practices 2 times this year for 6 teachers and 1 administrator.
6. Instructional Guide for all teachers-throughout the year at staff meetings.
7. Teach Like a Pirate-book study-throughout the year at staff meetings.

During the 2019-20 school year, all of the staff members at Jefferson Elementary School participated in site and district staff development training for their growth and development. Many of the staff members and teachers participated in very specific professional development and other workshops that were offered through our district or through outside opportunities. The teachers were able to use the professional development system (Sched) to find specific topics or workshops that would enhance their professionalism and sign up for the classes that occur during the day, after school, or on Saturdays. Staff signs up for the different classes or workshops and attend them as scheduled. This system is used by all teachers, instructional assistants, and office staff to meet their needs in professional growth or to better prepare them to meet the needs of the students that they serve each day. Our Dual Immersion Teachers also do all they can to work with colleagues from other sites in order to enhance their abilities and they also take advantage of conferences and other staff development that is offered outside of the district offerings.

In 2019-20 staff participated in:

1. Elementary Collaborative School Leadership Trainings (3 days for Leadership Team)
2. Instructional Designs and Rounds (4 days for 7 selected teachers)
3. Eureka Math Training (1 day per teacher)
4. Wonders Training TK-2 (3 days per primary teacher)
5. Instructional Guide 2.0 for all teachers at staff meetings throughout the year(1 partial day)
6. Framing Your Thoughts Training for Intervention Teachers (2 sessions)
7. IABs testing and training for 3rd-6th
8. CAASPP Training for 3rd-6th grade teachers
9. ELPAC Training for Testers (1 partial day)
10. District Focus and priorities and Test Data results