



# Jefferson Elementary School

221 Old Hernandez Rd. • Paicines, CA 95043 • (831) 389-4593 • Grades K-8

Elizabeth Volmer, Principal

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sbcoe.k12.ca.us/districts/jefferson

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Jefferson Elementary School District

221 Old Hernandez Road  
Paicines, California 95043  
(831) 389-4593

sbcoe.k12.ca.us/districts/jefferson.

#### District Governing Board

David Reikowski, President

JoAnne Falsey, Vice President

Joy Alford Porter, Clerk

Leann Falsey, Secretary

Tim Borland, Member

#### District Administration

Elizabeth Volmer  
**Superintendent**

Elizabeth Volmer, Teacher Principal

### School Description

#### School Mission, 2019-2020

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

#### School Description 2019-2020

Jefferson Elementary, the only school in the Jefferson School District, is located in Paicines, California near Pinnacles National Park. There are no businesses or services in this small, rural and somewhat remote district with the nearest city, Hollister, located 35 miles away. The school consists of two buildings one of which contains a large K-8 classroom and office, while the second building, a multipurpose room, doubles as a community center after school hours. Six students in grades K-8 are currently enrolled at Jefferson. Enrollment fluctuates only slightly year to year with many of the students starting in kindergarten and remaining through eighth grade 83% of Jefferson students are Hispanic and 17% are White. 33% of students are English Learners, and 17% receive Special Education services. One full time credentialed teacher and one full time teaching assistant work collaboratively to provide instruction to the students. The teacher also serves as the principal and superintendent.

#### The Educational Program, 2019-2020

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

#### School Goals, 2019-2020

Goal 1: Ensure that all students have access to the "conditions of learning that form the necessary foundation for student achievement to include: fully credentialed and appropriately assigned teachers; a broad course of study that includes standards-based instruction in all core subjects; access to standards-based texts and instructional materials from the latest adoption cycle for all core subjects; and a clean, safe, well-maintained facility in which to learn.

Goal 2: Ensure that by May 2020, 60% of all students will meet grade level standards in ELA; 45% of EL Students will meet grade level standards in ELA; 100% of EL students enrolled on Census Day will increase one level on any of the ELPAC sub-tests; and beginning in 17-18, 85% of EL students, continuously enrolled for 48 months, will qualify for re-designation within that time.

Goal 3: Ensure that all parents have the support and opportunity to strengthen their connection to the school, participate in all school programs and provide input into school decisions.

Goal 4: Ensure that all students have the opportunity to develop their intellectual, artistic, physical and social capacities within a positive, safe, trouble-free school climate where students are engaged in their learning and connected to their school.

## 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 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.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	1
Grade 5	3
Grade 6	2
Grade 7	2
<b>Total Enrollment</b>	<b>8</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	50
White	50
Socioeconomically Disadvantaged	87.5
English Learners	25
Students with Disabilities	25
Homeless	25

## 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 for Jefferson Elementary	17-18	18-19	19-20
With Full Credential	100%	100%	100%
Without Full Credential	0%	0%	0%
Teaching Outside Subject Area of Competence	0%	0%	0%

Teacher Credentials for Jefferson Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	100%
Without Full Credential	♦	♦	0%
Teaching Outside Subject Area of Competence	♦	♦	0%

## Teacher Misassignments and Vacant Teacher Positions at Jefferson Elementary School

Indicator	17-18	18-19	19-20
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)**

The textbooks and instructional materials used at the school are from the most recent adoption and sufficient textbooks and instruction materials are available for each student as shown by the McKenney Vento reporting document and correlating inventory. Supplementary curriculum includes ST Math, Footsteps 2 Brilliance, and Fountas and Pinnell reading intervention. Research for a replacement to the science curriculum is underway and conducted in cooperation with the San Benito County Office of Education.

**Textbooks and Instructional Materials**

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin: "Journeys," K-5; and Houghton Mifflin: "Collections," 7-8 Adopted 2016-2017.  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
<b>Mathematics</b>	Pearson Scott Foresman: "En Vision Math," K-6; and McGraw Hill: "CA Math, Courses 1,2,3" for grades 6-8; Houghton Mifflin, Algebra 1 Adopted 2014-2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
<b>Science</b>	Mcmillan/McGraw Hill: California Science, K-6; Glencoe/McGraw-Hill: Focus on Science, 6-8 Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
<b>History-Social Science</b>	Harcourt School Publishers: Reflections/California Series, K-6; Teacher's Curriculum Institute History Alive, Middle School Program, 6-8 Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
<b>Foreign Language</b>	N/A Course not offered. Percent of students lacking their own assigned textbook: N/A
<b>Health</b>	N/A Course not offered. Percent of students lacking their own assigned textbook: NA
<b>Visual and Performing Arts</b>	N/A Textbooks not adopted by CDE Percent of students lacking their own assigned textbook: N/A
<b>Science Laboratory Equipment</b>	N/A Percent of students lacking their own assigned textbook: N/A

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

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

The school facility is inspected on a routine and ongoing basis by the school staff and independent inspectors. The teacher/principal conducts formal monthly inspections of the facility and grounds using a district-developed inspection tool; and she performs informal inspections daily. Keenan and Associates formally inspect the school facility and grounds annually and submit a report on findings. Once each year, the teacher/principal inspects the facility using the State Facility Inspection Tool (FIT). The FIT provides a guide and criteria for evaluating the condition of school facilities resulting in ratings of good, fair or poor. The results from the most recent inspection, conducted in October 2019, resulted in ratings of "Fair to Good" for individual systems and an overall rating of "Good" meaning that the overall facilities are maintained in good repair with isolated, non-critical deficiencies that are in the process of being mitigated and one major repair noted and funding approved. Facility improvements and repairs in the last two years include the following: April 2017 the school air conditioning system was replaced; December 2017 the district replaced all inside and outside lighting with more energy efficient equipment. In 2018, removal of trees posing a potential safety risk was initiated and the initial planning/research began for the replacement of the school blacktop and perimeter fencing. Funding for a new blacktop was approved in November 2019 and the work is scheduled to be completed before August 2020.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: October 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The blacktop is showing deepening cracks. Funding for renovation has been approved and contract work will be performed before the end of the school year.
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	--	--	--	--	50	50
Math	--	--	--	--	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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

## 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)

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

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

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

### 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.

### School Safety Plan

The Comprehensive School Safety Plan was reviewed and revised by the principal in October 2019. No notable changes were made to the Safety Plan this year. The use of Emergency Backpacks was reviewed and backpacks inventoried and stocked. The Hazardous Materials binder is compliant with state guidelines and expectations. An approved safety inspection tool was used a guide for conducting inspections of the facilities and grounds and the facilities currently have a "Good" rating. The principal developed a schedule, in accordance with law, for holding fire, earthquake and lock-down drills. The teacher/principal and teaching assistant are certified in Child Abuse Reporting and Sexual Harassment Laws and Prevention. Certification in using an auto-injector took place in September 2019. Information about contacting emergency personnel is clearly posted. The school is in compliance with the laws, rules, and regulations pertaining to school safety. Funding for renovations to the blacktop has been approved and contract work expected to take place before the end of the 2019-2020 school year.

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

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

#### \* Crisis Response

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

#### \* Cyberbullying

#### \* Field Trip Safety

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	--
Expulsions Rate	0.0	0.0	--

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	--
Expulsions Rate	0.0	0.0	--

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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.

**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	1	1										
1	1	1			1	1						
2									1	1		
3	4	1										
4	1	1			2	1						
5	2	2			1	1			3	1		
6					3	1			2	1		
Other**												

\*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.

**Professional Development provided for Teachers**

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

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

2017-2018 Based on state and local testing and stakeholder input, Jefferson identified 2 main areas of focus in the LCAP for student improvement over the next three years (1) to increase student achievement in reading and writing with a goal that 75% of students achieve grade level competency in that time; (2) accelerate the rate at which EL students acquire English language skills and qualify for re-designation as fluent within four years of enrollment. To this end, the teacher has attended professional development on guided reading, implementation of Writers Workshop, implementation of the Fountas & Pinnell Reading Intervention Program, Administration of the English Language Proficiency test (ELPAC), and monthly inservice on developing and implementing a Designated EL Program. The teacher/principal has continued to participate in science training and has completed all required annual safety training. The district consultant provided one-on-one coaching on differentiated instruction, cross-content integration of instruction, metacognition, guided reading, and personnel law related to conducting evaluations.

2018-2019 Jefferson hired a completely new staff which included a fully credentialed, highly qualified and experienced teacher to serve as teacher/principal and superintendent of the school. The teacher/principal holds two Master's degrees; one in Curriculum & Instruction and the second in Educational Leadership. A second staff member was hired to serve as an Instructional Aid. The primary area of focus for staff development was to continue the previously identified goal of increasing reading and writing achievement, with an additional goal for the teacher/principal to receive Superintendent training. The teacher principal receives ongoing support through the San Benito County Office of Education through monthly Professional Learning Network meetings and one-on-one mentoring when requested in areas such as financial management, technology support, instructional support, etc. The teacher/principal also received training from the previous Superintendent. Additional trainings were pursued by the teacher/principal through online webinars covering topics such as ELPAC, CAASPP, LCAP, CalPads, and so forth, as well as instructional workshops provided the county.



2019-2020 Jefferson had 0% staff turnover for the school year. The primary area of focus for staff development was to continue the previously identified goal of increasing reading and writing achievement. The teacher principal receives ongoing support through the San Benito County Office of Education through monthly Professional Learning Network meetings and one-on-one mentoring when requested in areas such as financial management, technology support, instructional support, etc. Additional trainings were pursued by the teacher/principal through online webinars covering topics such as ELPA, CAASPP, LCAP, CalPads, and so forth, as well as instructional workshops provided the county. She is working on her Preliminary Administration credential by passing the CPACE Content exam, and has the goal to pass the CPACE Performance exam before August 2020. The Instructional Aid passed the CBEST and has obtained her substitute credential. She is pursuing a teaching certificate through the University of Phoenix. Professional development and mentoring in implementing instructional strategies is ongoing and provided by the Teacher Principal. The teacher/principal provided in-class coaching and professional development to the Instructional Aid to support the reading intervention program using the Fountas and Pinnell materials purchased the previous year.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,000	\$45,252
Mid-Range Teacher Salary	\$48,000	\$65,210
Highest Teacher Salary	\$48,000	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$0	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	21%	31%
Administrative Salaries	0%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

In 2018-2019, Jefferson School received state and federal categorical funding for the following support programs:

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

Jefferson received a federal grant award from the Rural Education Achievement Program. The funds are "restricted," that is, available for use only for supplemental programs, goods and services. Funds were used in 2018-2019 to improve teacher quality, support academic achievement, increase educational technology, and support English language acquisition. Additionally, funds were used to provide instructional support through the Instructional Assistant.

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$23,677	\$2,282	\$21,395	\$42,000
District	N/A	N/A	\$21,395	\$48,000.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	276.9	-31.1

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.