



Monticello Elementary School

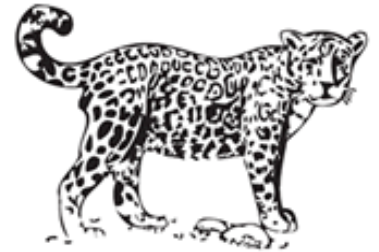
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Grades TK-4
CDS Code 39-68544-6110373

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Jefferson SD

Jefferson School District ▪ 1219 Whispering Wind Drive Tracy, CA 95377 ▪ www.jeffersonschooldistrict.com

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Principal's Message

Monticello Elementary School, which opened in 1991, currently serves 420 students in transitional kindergarten through fourth grade. Our exemplary staff, positive learning environment and rigorous curriculum help guide our students to become confident, independent, successful contributors to our school community as well as society as a whole. Our staff collaborate on a routine basis to ensure all students are learning at high levels, placing an emphasis on the education of the whole child: cognitive, social and emotional. Our staff works closely with the parents and guardians of our students, establishing a partnership that facilitates the achievement of all of our students. At Monticello, our students are our No. 1 priority.

Staff goals for the 2016-17 school year at Monticello:

- Continue implementation of Professional Learning Communities (PLCs) within our school and district
- Continue to support our character education program based on its key components of trustworthiness, respect, responsibility, fairness, caring and citizenship
- Implementation of our Positive Behavioral Interventions and Supports (PBIS) program
- Continue to support the antibullying program both at school and districtwide
- Continually update our site emergency plan and practice our emergency procedure protocols on a routine basis

School Mission Statement

To facilitate, implement and make sound funding decisions that affect Monticello Elementary School's quality education program as governed by the school plan.

To enhance and support student, staff and district objectives. To continually improve the school's ability to deliver a quality education to each student with an emphasis on safe school practices, Common Core State Standards instruction, and character-education traits.

To represent our school community, students, school staff, and parents and guardians.

Character Education Program

Monticello Elementary School has adopted the Character Counts Character Education Program, focusing on the six pillars of character. The traits are listed below along with their characteristics.

Trustworthiness: Be honest • Do not deceive, cheat or steal • Be reliable—do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal—stand by your family, friends and country

Respect: Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility: Do what you are supposed to do • Plan ahead • Persevere—keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your words, actions and attitudes • Set a good example for others

Fairness: Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring: Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship: Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

Parental Involvement

Parent and guardian support and involvement are a mainstay at Monticello Elementary School. Volunteers are welcome within the individual classrooms, as well as at school events and productions. Volunteers may choose from a variety of volunteer opportunities should they want be involved in our school and support our student population. Some examples are as follows:

- Attend monthly Parent Faculty Association meetings
- Participate in various fundraising activities that may include the Jefferson/Monticello Carnival, See's Candy sales, open house, Fund Run, Movie Night, Box Tops for Education, book fair and Turkey Trot
- Become a member of the School Site Council (SSC)
- Volunteer in classrooms (tuberculosis [TB] clearance is required to volunteer on a consistent basis)
- Chaperone class field trips

For details on how to volunteer your time, please contact our Parent Faculty Association president, Alexis Imperial-Bobis, at (209) 833-9300.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be lifelong learners who are positive and productive citizens, prepared for life beyond Jefferson School District, and also care about education.



Governing Board

Dan Wells, *President*

Brian Jackman, *Vice President*

Pete Carlson, *Clerk*

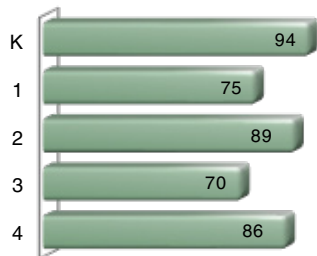
Phil Raya, *Member*

Debbie Wingo, *Member*

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

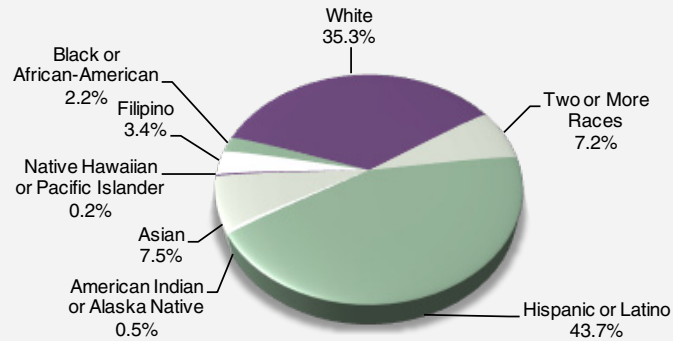


Enrollment by Student Group

The total enrollment at the school was 414 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



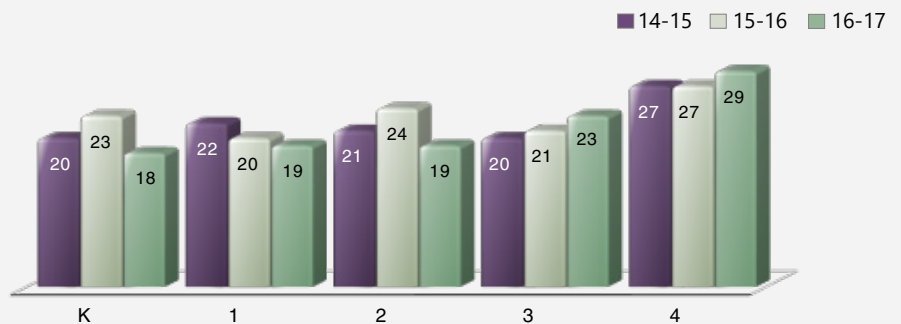
Socioeconomically disadvantaged	26.80%	English learners	16.90%	Students with disabilities	11.10%	Foster youth	0.70%
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Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Monticello ES			
	14-15	15-16	16-17
Suspension rates	1.6%	2.2%	1.7%
Expulsion rates	0.0%	0.0%	0.0%
Jefferson SD			
	14-15	15-16	16-17
Suspension rates	3.5%	2.7%	3.5%
Expulsion rates	0.1%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2014-15			2015-16			2016-17		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			3			3	
1		3			4			3	
2		4			3			4	
3	3	1		1	3			3	
4		3			3			3	

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Monticello ES		Jefferson SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	⌘	⌘	65%	64%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Monticello ES		Jefferson SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	44%	50%	53%	54%	48%	48%
Mathematics	59%	60%	45%	45%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Monticello ES	Jefferson SD
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	⋄	⋄
Year in Program Improvement	⋄	⋄
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

⌘ Not applicable. This school serves students in grades K-4, and the CST for science applies to grades 5, 8 and 10.

⋄ Not applicable. The school and district are not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-4.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 3-4)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	157	154	98.09%	50.00%
Male	85	83	97.65%	42.17%
Female	72	71	98.61%	59.15%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	11	91.67%	72.73%
Filipino	❖	❖	❖	❖
Hispanic or Latino	68	68	100.00%	44.12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	58	56	96.55%	46.43%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	41	40	97.56%	37.50%
English learners	38	37	97.37%	43.24%
Students with disabilities	12	12	100.00%	8.33%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	157	154	98.09%	60.39%
Male	85	83	97.65%	60.24%
Female	72	71	98.61%	60.56%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	11	91.67%	63.64%
Filipino	❖	❖	❖	❖
Hispanic or Latino	68	68	100.00%	52.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	58	56	96.55%	66.07%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	41	40	97.56%	52.50%
English learners	38	37	97.37%	54.05%
Students with disabilities	12	12	100.00%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

- These decisions are made before beginning the process:
 - Discuss critical issues with administrators and curriculum representatives
 - Determine issues unique to district needs
 - Needs assessment
 - School improvement plans
 - Superintendent direction
 - Board direction
 - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
- We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
- The committee reviews, research and identifies essential K-8 curriculum and assesses needs.
- The committee establishes consensus on the most important criteria to evaluate during initial screening.
- Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
- The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
- Community members are invited to review curriculum and provide feedback.
- The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
- The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2017-18 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2017-18 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials List

2017-18 School Year

Subject	Textbook	Adopted
English Language Arts & ELD	<i>Wonders</i> , McGraw-Hill (K-5)	03/2017
English Language Arts & ELD	SpringBoard, College Board (6-8)	05/2017
Mathematics	<i>California Go Math!</i> , Houghton Mifflin Harcourt (K-8)	05/2014
Science	<i>California Science</i> , Scott Foresman (K-5)	06/2007
Science	<i>California Earth Science</i> , Scott Foresman (6)	06/2007
Science	<i>Focus on Life Science</i> , Glencoe (7)	06/2007
Science	<i>Focus on Physical Science</i> , Glencoe (8)	06/2007
History/social science	<i>California History-Social Science</i> , Scott Foresman (K-5)	06/2006
History/social science	<i>Ancient Civilizations</i> ; Holt, Rinehart and Winston (6)	06/2006
History/social science	<i>World History: Medieval to Early Modern Times</i> ; Holt, Rinehart and Winston (7)	06/2006

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2017-18 School Year

Data collection date	9/12/2017
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School Safety

Monticello Elementary School's School Site Plan is a living document. Our plan is formally reviewed by our staff on an annual basis, as well as when needed. Numerous policies and procedures are in place to ensure the safety of all of our students and staff. Within each classroom, emergency procedures are posted by each door, along with an emergency backpack containing various survival items, first-aid supplies, and emergency contact information. Our District Safety Committee updates our emergency backpacks on an as-needed basis. The posted emergency procedures include general information regarding actions to be taken should any of the following events occur: fallen aircraft, flood preparedness, fire, missing-student protocol, campus shooting, earthquakes, bomb threat and checklist, explosion, chemical accident, and lockdown.

Grade-level representatives maintain an emergency procedure plan that they disseminate and implement, should the need arise. Such a plan includes staff phone tree information, evacuation locations and procedures, and various emergency responsibilities. Monthly emergency drills are conducted, allowing ample practice for both students and staff. All drills are conducted in a timely manner, and debriefed to ensure any necessary changes are made.

Jefferson School District is committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, the district has developed an Injury and Illness Prevention Program for its employees. It is designed to minimize workplace accidents, injuries and illnesses. In making safety a high priority, injuries and illnesses are reduced, whilst we see an increase in overall productivity. Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the entire school community.

The district safety plan was reviewed and discussed with the staff in August 2017. We use our safety plan, along with fire drills, intruder-on-campus drills, reverse-evacuation drills, earthquake drills and lockdown drill, and shelter-in-place drills at each site. The school safety plan is reviewed, updated and discussed with the school faculty each school year.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2017-18 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		7/25/2017
Date of the most recent completion of the inspection form		7/25/2017

School Facilities

At Monticello Elementary School, students are monitored consistently throughout the school day. Yard supervisors, teachers, the site administrator and other school personnel provide supervision for students before, during and after school, as well as at school events. All visitors are required to sign in at the office and receive proper authorization in order to be on campus. A school visitors badge must be displayed at all times.

All school employees support the uninterrupted education of the students at Monticello Elementary School. Interruptions throughout the school days are kept to a minimum. Teachers and staff are provided a budget and are encouraged to participate in cutting-edge conferences and professional development opportunities to better their teaching skills and provide all of our students with new and innovative learning opportunities. We have allocated time each week for teachers to meet and collaborate with one another in an effort to ensure that all students are receiving high quality learning opportunities. Monticello School is committed to educating the whole child, utilizing a variety of modalities, such as Student Study Team meetings, formal and informal assessments, parent-teacher conferences, and phone calls home, to name a few.

Monticello Elementary School opened in 1991. We at Monticello Elementary School take pride in our campus. We work together and strive to keep our campus clean and graffiti free. Our Associated Student Body officers and representatives often partake in community service opportunities both on our campus and throughout the community.

Our maintenance team takes pride in their work, and is committed to keeping our school clean, well maintained, organized and safe. All school facilities are meticulously maintained and in exemplary status. We are never without custodial assistance throughout the school day. The school's custodial team also ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair. Their prompt response to staff and student needs is greatly appreciated.

The district is currently working on the architectural planning and future building of a new front gate and office entryway in an effort to increase site security and improve the visitor check-in procedure.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Jefferson SD	Monticello ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	110	23	20	21
Without a full credential	4	0	1	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Monticello ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring and coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Monticello ES	3 days	2 days	3 days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	0.40
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.65
Social worker	0.00
Nurse	0.10
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- English Language Acquisition Program (ELAP)
- School Safety
- PEER/Peer Assistance and Review (PAR)
- Class Size Reduction
- Beginning Teacher Support and Assessment (BTSA)

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$7,503
Expenditures per pupil from restricted sources	\$1,066
Expenditures per pupil from unrestricted sources	\$6,437
Annual average teacher salary	\$71,011

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2015-16 Fiscal Year
	Jefferson SD	Similar Sized District
Beginning teacher salary	\$39,938	\$47,034
Midrange teacher salary	\$64,090	\$73,126
Highest teacher salary	\$78,451	\$91,838
Average elementary school principal salary	\$103,311	\$116,119
Superintendent salary	\$159,227	\$178,388
Teacher salaries: percentage of budget	43%	37%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monticello ES	\$6,437	\$71,011
Jefferson SD	\$6,629	\$69,026
California	\$6,574	\$74,194
School and district: percentage difference	-2.9%	+2.9%
School and California: percentage difference	-2.1%	-4.3%

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.