



# Jefferson School

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Grades 5-8  
CDS Code 39-68544-6041875

# SARC

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



# Jefferson SD

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## Principal's Message

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with information about our school, its resources, successes and the areas needing improvement. Our purpose is to foster understanding and support for Jefferson School through awareness of accountability programs for student achievement and the processes used to meet those standards and goals. This SARC is published annually. The statistics reported are from the 2016-17 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

As the Jefferson School District has grown, Jefferson School has always held on to three characteristics that have made it one of the best schools in Tracy: high-quality teaching, strong community involvement and high-academic standards for all students. Teachers at Jefferson work long hours and go the extra mile to help children learn the content standards—and something about life. Jefferson has stayed true to its tradition of community by remaining a close-knit campus. This is enhanced by the school board's commitment to small class sizes and the staff's commitment to our students and their families. Jefferson students go on to be successful in high school, college and the professional world.

Our goals for the 2016-17 school year involved teachers being lifelong learners and collaborating to research best practices. A team of Jefferson School teacher leaders attended a three-day Professional Learning Community (PLC) conference over the summer of 2016 to learn what PLCs are and how they successfully function in schools. Also, a site leadership team was formed and met throughout the school year. This team continues to collaborate to make school decisions that are in the best interest of the students and based on proven research. These team members are leading small content area teams through a journey of researching best practices, creating SMART goals for student learning, creating common formative assessments, comparing data and working together to plan. This was an exciting year for us as we moved through the initial stages of the PLC process.

The Jefferson School staff is working even harder this year on implementing the PLC process. We have finalized our school mission, and will finalize our Vision and Collective Commitments this school year. Furthermore, we are focusing on individualized intervention and an overall tiered intervention program. Through research, we are questioning grading strategies, implementing more common formative assessments, reviewing data for reteaching opportunities and working together to reach our mission. Our goal is to meet student needs on a by student, by standard basis; meaning we will intervene for each child and for each essential standard they need to master. Interventions for English learners (ELs), special population and Gifted and Talented Education (GATE) students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically. We strive to meet behavioral needs as well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn from behaviors. Our on-site therapist provides students and families support for mental-health needs, trauma, etc.

Jefferson School's Associate Student Body (ASB) is working hard this year to partner with Tracy High School Bulldog Project. Together they promote anti-bullying campaigns, encourage students to stand up for what is right, spread awareness about the effects of drug and alcohol use, and inspire all to embrace each other's differences and support fellow students. Jefferson's student body can attend any ASB meeting, which are held weekly on Wednesdays.

Overall, Jefferson School is focused on the whole child. We know that a balance of academic, mental and social success is key for sustained student success. The support for students is endless. Staff does what it takes to help all students. I am privileged to serve as the principal of Jefferson School and look forward to a successful year.

Alyssa Wooten

## School Mission Statement

We take collective responsibility to empower all students to reach their fullest academic, physical and social potential.

## Parental Involvement

We are grateful to have a wonderful Parent Faculty Association (PFA) that is dedicated to serving the Jefferson and Monticello Elementary School communities. Our PFA has been actively devoting its time to organizing and developing special projects and events that benefit all students. The main fundraiser for the PFA is the School Carnival. Parents who are not yet members are always encouraged to join this amazing group. Meetings are held regularly, alternating between Jefferson and Monticello Elementary School.

Parents can also get involved with the following: English Learner Advisory Committee (ELAC), School Site Council, GATE activities, Safety Team, graduation committees, and classroom and school function volunteering. We welcome parents to be on our campus and to help throughout the year.

For more information on how to become involved, please contact Lauren Beith, the principal's secretary, at (209) 835-3053.

## 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.



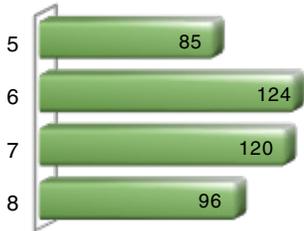
## Governing Board

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

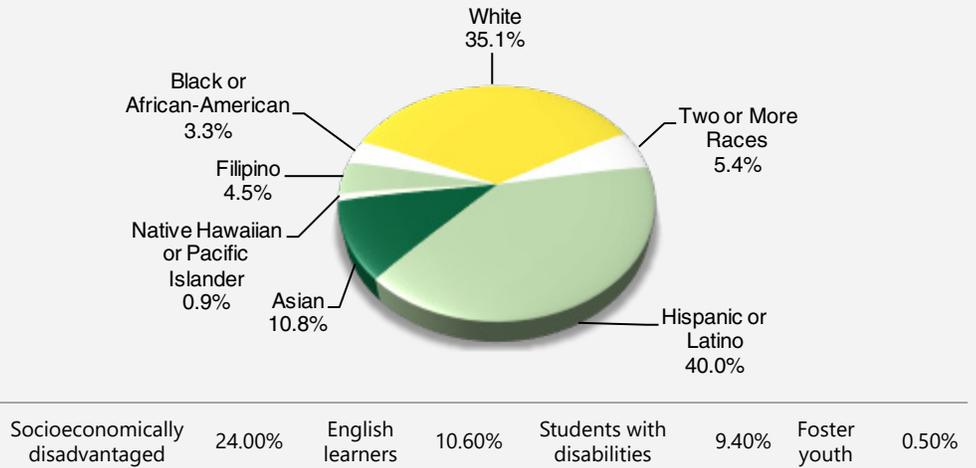


### Enrollment by Student Group

The total enrollment at the school was 425 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



### 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.

### Suspensions and Expulsions

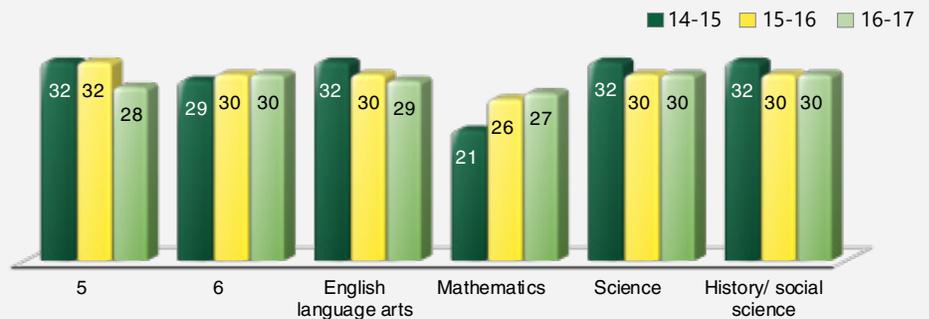
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Jefferson School			
	14-15	15-16	16-17
Suspension rates	2.4%	2.9%	4.9%
Expulsion rates	0.2%	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%

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2014-15			2015-16			2016-17		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		3			3			3	
6		3			4			4	
Subject	2014-15			2015-16			2016-17		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		6			6			6	1
Mathematics		8		1	5		1	7	
Science		6			4	2		3	4
History/social science		6			5	1		6	1

## 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	
	Jefferson School		Jefferson SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	74%	69%	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	
	Jefferson School		Jefferson SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	59%	59%	53%	54%	48%	48%
Mathematics	52%	53%	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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2017-18 School Year
	Jefferson School	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. The school is 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](http://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 5-8.

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 5-8)

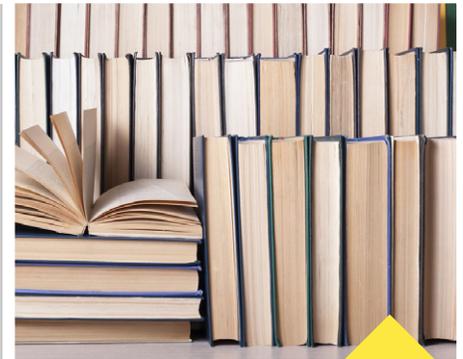
Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	431	428	99.30%	58.64%
Male	221	218	98.64%	50.00%
Female	210	210	100.00%	67.62%
Black or African-American	15	14	93.33%	42.86%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	47	47	100.00%	78.72%
Filipino	17	17	100.00%	94.12%
Hispanic or Latino	173	172	99.42%	44.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	149	149	100.00%	65.10%
Two or more races	25	25	100.00%	68.00%
Socioeconomically disadvantaged	104	104	100.00%	53.85%
English learners	80	79	98.75%	54.43%
Students with disabilities	38	38	100.00%	10.53%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	431	428	99.30%	53.04%
Male	221	218	98.64%	53.21%
Female	210	210	100.00%	52.86%
Black or African-American	15	14	93.33%	42.86%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	47	47	100.00%	72.34%
Filipino	17	17	100.00%	76.47%
Hispanic or Latino	173	172	99.42%	33.72%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	149	149	100.00%	67.11%
Two or more races	25	25	100.00%	60.00%
Socioeconomically disadvantaged	104	104	100.00%	48.08%
English learners	80	79	98.75%	44.30%
Students with disabilities	39	38	97.44%	7.89%
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

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

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
<b>English Language Arts &amp; ELD</b>	<i>Wonders</i> , McGraw-Hill (K-5)	03/2017
<b>English Language Arts &amp; ELD</b>	SpringBoard, College Board (6-8)	05/2017
<b>Mathematics</b>	<i>California Go Math!</i> , Houghton Mifflin Harcourt (K-8)	05/2014
<b>Science</b>	<i>California Science</i> , Scott Foresman (K-5)	06/2007
<b>Science</b>	<i>California Earth Science</i> , Scott Foresman (6)	06/2007
<b>Science</b>	<i>Focus on Life Science</i> , Glencoe (7)	06/2007
<b>Science</b>	<i>Focus on Physical Science</i> , Glencoe (8)	06/2007
<b>History/social science</b>	<i>California History-Social Science</i> , Scott Foresman (K-5)	06/2006
<b>History/social science</b>	<i>Ancient Civilizations</i> ; Holt, Rinehart and Winston (6)	06/2006
<b>History/social science</b>	<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
<b>Data collection date</b>	9/12/2017	

## 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
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes
<b>Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?</b>	Yes
<b>Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?</b>	Yes

Be Responsible  
Do Your Best Each Day - Think Before You Speak

## JEFFERSON CREED

Put Others First - Avoid Conflict

### California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

#### Percentage of Students Meeting Fitness Standards

##### 2016-17 School Year

##### Grade 5

**Four of six standards** 10.5%

**Five of six standards** 14.0%

**Six of six standards** 65.1%

##### Grade 7

**Four of six standards** 11.6%

**Five of six standards** 26.4%

**Six of six standards** 52.9%

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

### School Facilities

Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to minimize workplace accidents, injuries and illnesses. By making employee safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals in the Jefferson School District. Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the school community.

The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

At Jefferson School District, every effort is made to ensure students are monitored while on campus throughout the school day.

Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus and must display their passes at all times.

A joint effort between students and staff helps keep the campus clean and litter-free. Two full-time custodians and one part-time custodian take great pride in maintaining organized, clean and safe facilities at Jefferson.

The district was formed in June 1870 with a small schoolhouse. The current school site was first built in 1929 and remodeled in 1954 and 1966. Jefferson School had 20 classrooms, a gymnasium, library, computer lab, science lab, cafeteria, band room, maintenance shop, bus barn and three baseball diamonds.

Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team 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.

In 2010, a school facilities bond was passed. This bond provided Jefferson School with a new main office building and classrooms, gymnasium, kitchen, playground and track area with space for multiple courts and activities, music and theater area attached to the gym stage, state of the art library, and modernized science labs. Furthermore, all classrooms are set up with smart projectors and students have Chromebooks in each classroom. This construction included a new fire and intrusion alarm system. To support the new fire and irrigation systems, a new well was drilled and a 125,000-gallon tank sits on the back of the property. The design of the school offers room for expansion in the future if needed.

A new school was built on the site starting in 2014. The new school opened in January 2016 and students moved from the temporary site to the new building in January 2016. The opening of the school and ribbon cutting ceremony took place in January 2016 where Jefferson School Board members, Jefferson superintendent, Jefferson administration, Tracy Mayor, DARE officer, families and staff attended and walked the halls. Currently we have 22 classrooms and 21 teachers serving our 5th through 8th grade students.

## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Jefferson SD	Jefferson School		
Teachers	17-18	15-16	16-17	17-18
<b>With a full credential</b>	110	16	18	19
<b>Without a full credential</b>	4	1	1	1
<b>Teaching outside subject area of competence (with full credential)</b>	0	1	1	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		
	Jefferson School		
Teachers	15-16	16-17	17-18
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	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
<b>Jefferson School</b>	3 days	2 days	3 days

## 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.

✧ Not applicable.

## School Safety

Jefferson School maintains a school safety plan, which is updated annually by the Safety Committee, whose members include administrators, employees, parents and local law enforcement. A high priority is placed on disaster preparedness.

The district requires monthly fire drills and other emergency drills (earthquake, lockdown) be held to prepare students in the event of a genuine emergency. Staff also debriefs after every drill to troubleshoot for future emergency situations. A complete emergency procedures guide is posted in each classroom, the office and the staff room, describing procedures for emergency situations. All school buildings are equipped with backpacks containing emergency and first-aid supplies. We reviewed, updated and discussed the school safety plan with the school faculty in October 2017. We use our safety plan, along with fire and earthquake drills, at each site.

## 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	
<b>FTE of academic counselors</b>	0.00
<b>Average number of students per academic counselor</b>	✧
Support Staff	
<b>Social/behavioral counselor</b>	0.40
<b>Career development counselor</b>	0.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	1.00
<b>Psychologist</b>	0.65
<b>Social worker</b>	0.00
<b>Nurse</b>	0.10
<b>Speech/language/hearing specialist</b>	0.60
<b>Resource specialist (nonteaching)</b>	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 (B TSA)

## 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	
<b>Total expenditures per pupil</b>	\$6,371
<b>Expenditures per pupil from restricted sources</b>	\$1,162
<b>Expenditures per pupil from unrestricted sources</b>	\$5,209
<b>Annual average teacher salary</b>	\$66,207

## 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](http://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](http://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](http://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
<b>Beginning teacher salary</b>	\$39,938	\$47,034
<b>Midrange teacher salary</b>	\$64,090	\$73,126
<b>Highest teacher salary</b>	\$78,451	\$91,838
<b>Average elementary school principal salary</b>	\$103,311	\$116,119
<b>Superintendent salary</b>	\$159,227	\$178,388
<b>Teacher salaries: percentage of budget</b>	43%	37%
<b>Administrative salaries: percentage of budget</b>	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
<b>Jefferson School</b>	\$5,209	\$66,207
<b>Jefferson SD</b>	\$6,629	\$69,026
<b>California</b>	\$6,574	\$74,194
<b>School and district: percentage difference</b>	-21.4%	-4.1%
<b>School and California: percentage difference</b>	-20.8%	-10.8%