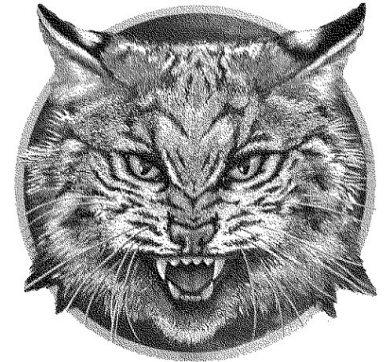


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



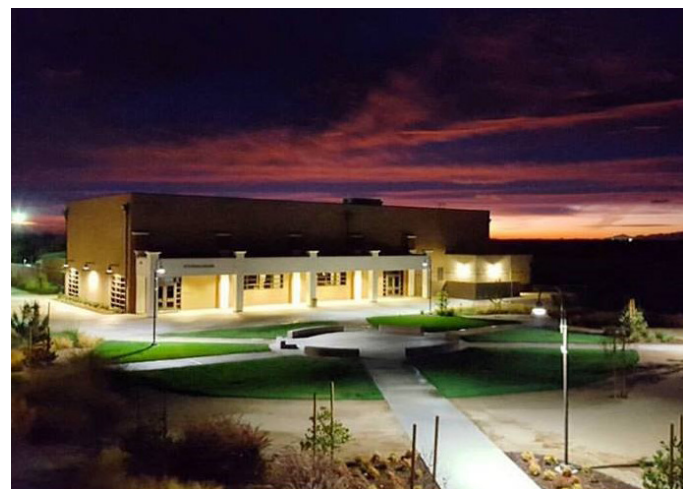
Jefferson School

Grades 5-8
CDS Code 39-68544-6041875

Alyssa Wooten
Principal
awooten@sjcoe.net

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Jefferson School District

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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 of 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 2017-18 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 2017-18 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 and again in the summer of 2017 to learn what PLCs are and how they successfully function in schools. The Site Leadership Team met throughout the year to make school-based decisions that are in the best interest of the students and based on proven research. Specifically, we are focusing on a Multi-Tiered System of Supports (MTSS) that encompasses intervening and enriching both academics and behaviors. 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 vision. 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 meetings, which are held weekly on Wednesdays.

Overall, Jefferson School focuses 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.

School Vision Statement

Our school provides a safe, encouraging environment where growth is the goal, failure is not feared but accepted as a learning opportunity, and staff and students strive for success through Jefferson's PRIDE.

P – People are valued and appreciated.

R – Rigor is embedded in all subjects through standards-based learning.

I – Integrity, empathy and acceptance are expected and recognized.

D – Differentiation is provided during the school day, utilizing a multi-tiered system of supports.

E – Excellence is achieved via meaningful, engaging work with self-reflection.

For the 2018-19 school year, Jefferson School District adopted the Second Step Program, which focuses on social-emotional learning (SEL). Structured lessons include common themes and language across grade levels, are taught in classrooms on a weekly basis, and reinforced in our actions and character education program each and every day. The goal for this program is to further build the overall character of our Jefferson School students.

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

We take collective responsibility for ensuring all students achieve at high levels.

District Vision Statement

We want to be a collaborative, interdependent school district, focused on student learning to meet the mission of the Jefferson School District. We envision a district in which staff:

- Demonstrate an unwavering commitment to developing the whole child (Whole Child)
- Seek and implement research-based strategies for improving student learning on a continual basis (Research-based)
- Monitor each student's progress and ensure mastery of all essential standards (Ensure Mastery)



Governing Board

Pete Carlson, President

Debbie Wingo, Vice President

Phil Raya, Clerk

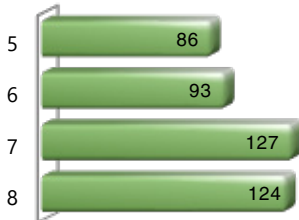
Brain Jackman, Member

Dan Wells, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



Be Responsible

Do Your Best Each Day - Think Before You Speak

JEFFERSON CREED

Put Others First - Avoid Conflict

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

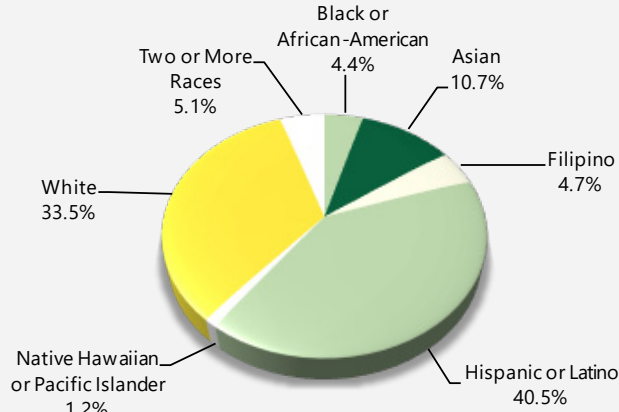
Jefferson School			
	15-16	16-17	17-18
Suspension rates	2.9%	4.9%	3.0%
Expulsion rates	0.0%	0.0%	0.2%
Jefferson SD			
	15-16	16-17	17-18
Suspension rates	2.7%	3.5%	1.8%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 430 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

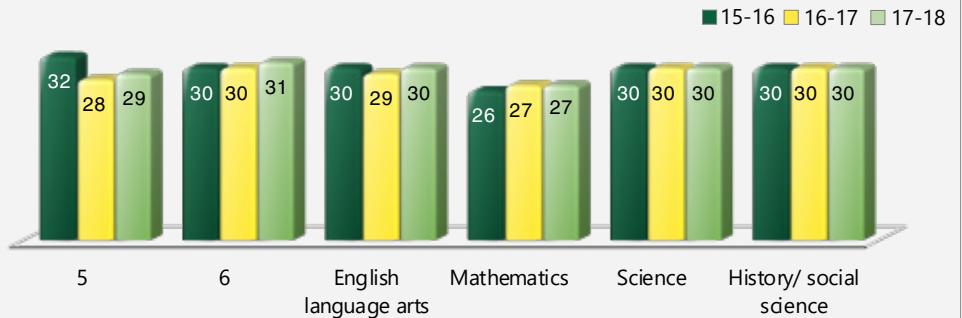


Class Size Distribution

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 the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2015-16			2016-17			2017-18		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		3			3			3	
6		4			4			3	

Subject	2015-16			2016-17			2017-18		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		6			6	1		8	
Mathematics	1	5		1	7			9	
Science		4	2		3	4		8	
History/social science		5	1		6	1		8	

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

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Jefferson School		Jefferson SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

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	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	59%	64%	54%	58%	48%	50%
Mathematics	53%	52%	45%	45%	37%	38%

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.

California Physical Fitness Test		2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Jefferson School		
	Grade 5	Grade 7	
Four of six standards	4.4%	11.8%	
Five of six standards	26.7%	22.8%	
Six of six standards	50.0%	52.0%	

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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 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				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	437	434	99.31%	63.59%
Male	225	224	99.56%	58.48%
Female	212	210	99.06%	69.05%
Black or African-American	19	19	100.00%	52.63%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	51	50	98.04%	78.00%
Filipino	18	18	100.00%	83.33%
Hispanic or Latino	171	171	100.00%	53.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	149	147	98.66%	68.03%
Two or more races	25	25	100.00%	68.00%
Socioeconomically disadvantaged	116	114	98.28%	52.63%
English learners	88	87	98.86%	54.02%
Students with disabilities	39	38	97.44%	10.53%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	437	433	99.08%	51.50%
Male	225	223	99.11%	54.26%
Female	212	210	99.06%	48.57%
Black or African-American	19	19	100.00%	26.32%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	51	50	98.04%	74.00%
Filipino	18	18	100.00%	66.67%
Hispanic or Latino	171	171	100.00%	39.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	149	146	97.99%	58.90%
Two or more races	25	25	100.00%	60.00%
Socioeconomically disadvantaged	116	114	98.28%	40.35%
English learners	88	87	98.86%	37.93%
Students with disabilities	39	37	94.87%	8.11%
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.

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		2018-19 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	7/23/2018	
Date of the most recent completion of the inspection form	7/23/2018	

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. We recently added an Ident-A-Kid visitor management system on campus. This system makes it easier to track visitors and volunteers. Furthermore, it requires parents to digitally check their child in and out for a more accurate account of children on campus.

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. 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.

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 originally had 20 classrooms, a gymnasium, library, computer lab, science lab, cafeteria, band room, maintenance shop, bus barn and three baseball diamonds.

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.

Continued on sidebar

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 their 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.

Recently Jefferson School installed a digital marquee. This will be used to celebrate school successes and as another platform to inform students and families of upcoming events. Furthermore, families receive a weekly newsletter highlighting our campus and how to be involved.

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



School Facilities

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Construction of a new school on the site began 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, 20 teachers serving our 5th through 8th grade students, and an instructional coach specially working with teachers on first best instruction.

Continued on sidebar

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	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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	
2018-19 School Year	
Data collection date	9/11/2018

Quality of Textbooks

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

Quality of Textbooks	
2018-19 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

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, researches 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.

Textbooks and Instructional Materials List

2018-19 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>Social Studies Alive!</i> California Series, Teachers' Curriculum Institute (K-5)	06/2018
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
History/social science	US History, Holt, Rinehart and Winston	06/2006

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	Jefferson School		
Teachers	18-19	16-17	17-18	18-19
With a full credential	107	18	19	18
Without a full credential	9	1	1	2
Teaching outside subject area of competence (with full credential)	0	1	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		
	Jefferson School		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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 August 2018 and again in October 2018. We use our safety plan, along with fire and earthquake drills, at each site.

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		
	2016-17	2017-18	2018-19
Jefferson School	2 days	3 days	2 days



Jefferson School CREED
Be Responsible
Do Your Best Each Day
Think Before You Speak
Put Others First
Avoid Conflict

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

2017-18 School Year

Academic Counselors

FTE of academic counselors 0.00

Average number of students per academic counselor ✧

Support Staff FTE

Social/behavioral counselor 0.00

Career development counselor 0.00

Library media teacher (librarian) 0.50

Library media services staff (paraprofessional) 0.50

Psychologist 0.40

Social worker 0.00

Nurse 0.15

Speech/language/hearing specialist 0.40

Resource specialist (nonteaching) 0.00

✧ Not applicable.

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
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

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	
2016-17 Fiscal Year	
Total expenditures per pupil	\$7,283
Expenditures per pupil from restricted sources	\$1,181
Expenditures per pupil from unrestricted sources	\$6,101
Annual average teacher salary	\$74,930

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 2016-17 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.

Salary Data	2016-17 Fiscal Year	
	Jefferson SD	Similar Sized District
Beginning teacher salary	\$42,782	\$48,064
Midrange teacher salary	\$68,654	\$75,417
Highest teacher salary	\$84,853	\$94,006
Average elementary school principal salary	\$104,314	\$119,037
Superintendent salary	\$159,227	\$183,692
Teacher salaries: percentage of budget	42%	36%
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		2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Jefferson School	\$6,793	\$82,633	
Jefferson SD	\$7,866	\$76,844	
California	\$7,125	\$76,046	
School and district: percentage difference	-13.6%	+7.5%	
School and California: percentage difference	-4.7%	+8.7%	

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 December 2018.