

Jefferson School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Jefferson School
Street	7500 West Linne Road
City, State, Zip	Tracy, CA 95304
Phone Number	(209) 835-3053
Principal	Alyssa Wooten
Email Address	awooten@jsdtracy.com
Website	www.jeffersonschooldistrict.com/jefferson
County-District-School (CDS) Code	39-68544-6041875

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Jefferson School District
Phone Number	(209) 836-3388
Superintendent	James W. Bridges
Email Address	jbridges@jsdtracy.com
Website	www.jeffersonschooldistrict.com

School Description and Mission Statement (School Year 2020-2021)

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 2019-20 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 the 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 2019-20 school year involved teachers as 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. During 2019, the teachers continued to attend professional development to further improve our PLC meeting structure and plan for student achievement, specifically focusing on involving students in their own learning and narrowing the scope of teaching by student, by standard. Our team met virtually due to COVID-19, with the support of Solution Tree. The Site Leadership team members then lead 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. All students receive weekly instruction from our adopted character education program, Project Wisdom. In return, we recognize students for their appropriate behavior in an effort to create a nurturing and positive school climate.

Jefferson School's Associated 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. Due to COVID-19, our ASB found ways to interact with our students virtually. Some examples are: virtual dances, virtual art shows, spirit days, etc.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 5	94
Grade 6	95
Grade 7	97
Grade 8	102
Total Enrollment	388

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.8
Asian	12.1
Filipino	4.9
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	0.3
White	32
Two or More Races	4.4
Socioeconomically Disadvantaged	24.7
English Learners	13.7
Students with Disabilities	8.5
Foster Youth	0.8
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17.9	15.8	16.3	98.34
Without Full Credential	.5	1.5	0.8	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09/08/2020

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

1. 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

2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.

3. The committee reviews, researches and identifies essential K-8 curriculum and assesses needs.

4. The committee establishes consensus on the most important criteria to evaluate during initial screening.

5. 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.

6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.

7. Community members are invited to review curriculum and provide feedback.

8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.

9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) 05/2017	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed., College Board (6-8) 05/2017		
Mathematics	California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014	Yes	0%
Science	California Science, Scott Foresman (K-5) 06/2007 California Earth Science, Scott Foresman (6) 06/2007 Focus on Life Science, Glencoe (7) 06/2007 Focus on Physical Science, Glencoe (8) 06/2007	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) 06/2018 World History Ancient Civilizations, National Geographic (6) 05/2019 World History Medieval and Early Modern Times, National Geographic (7) 05/2019 US History American Stories Beginnings to World War I, National Geographic (8) 05/2019	Yes	0%

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

School Facility Conditions and Planned Improvements

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.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 7/30/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	65	N/A	58	N/A	50	N/A
Mathematics (grades 3-8 and 11)	55	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	43	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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. Fundraising during the pandemic of COVID-19 has been affected and is not permitted in many instances due to in-person and distance learning guidelines. However, our MJPFA did host a virtual dance, which was a fundraiser. Furthermore, they hosted several community events such as scarecrow and tree decorating. These were well liked by our school and Tracy community.

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 and parent interest in ELAC and SSC has improved over the past year.

Last year, Jefferson School installed a digital marquee. This will continue 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. An additional website was created for distance learning, including specific tech tools, troubleshooting suggestions, Zoom links for classes and Q&A sessions, etc.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	4.3	1.7	2.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.0	2.8	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. Safety components have been added to the school plan due to the COVID-19 pandemic. Comprehensive safety plans have been created and reviewed by staff for both Hybrid and Full Opening. In addition, checklists to ensure proper cleaning is posted outside each room, handwashing stations (including weekly maintenance) are spread throughout campus, and all other required safety precautions are being met. The below information is accurate for an in-person school year. Some information did apply prior to closure and will apply once schools are fully open in the future.

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 back-packs containing emergency and first-aid supplies. We reviewed, updated and discussed the school safety plan with the school faculty in August 2019 and again in November of 2019. We use our safety plan, along with fire and earthquake drills, at each site. The school safety committee walks the campus with a local officer, and discusses areas for improvement and makes those improvements. Furthermore, the fire inspector attends at least one drill each year to ensure we are keeping students safe, are as prepared as possible for emergencies, and that the responders (alarm company and officials) respond appropriately.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts									32		10	2
Mathematics	21	5	6	1	21	5	5		21	5	5	
Science	30		7	1	31		4	3	32		3	3
Social Science	30		8		30		6	1	32		5	1

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,671	\$2,454	\$5,217	\$74,930
District	N/A	N/A	\$9,648	\$72,470
Percent Difference - School Site and District	N/A	N/A	-59.6	3.3
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-39.1	-7.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,638	\$50,574
Mid-Range Teacher Salary	\$70,027	\$76,649
Highest Teacher Salary	\$90,047	\$98,993
Average Principal Salary (Elementary)	\$112,879	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$184,571	\$193,925
Percent of Budget for Teacher Salaries	39.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	6

JSD encourages staff to attend outside conferences and workshops to further their education and stay current on 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. 2020-2021 PD goals included training and support to plan rigorous lessons using technology for the distance learning model during pandemic school closures.

A New Teacher professional learning day is offered in August and Full day professional learning days are offered to all teachers and admin before the school year begins. There is an additional day in the Spring. JSD also coordinates a day of PD for classified instructional staff each school year. School staff receive professional development monthly at staff meetings. These are called Professional Learning Opportunities, or PLOs. The mini lessons allow staff members to receive timely, practical, and applicable training from the District Instructional Coaches. School Instructional Leadership Teams meet monthly to work on school-wide instructional goals and professional development. The team members lead their grade level colleagues through the PLC process. In addition, they attend district professional leadership team meetings / PD. Grade-level collaboration teams work together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.