

Tom Hawkins Elementary 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	Tom Hawkins Elementary School
Street	475 Darlene Lane
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 839-2380
Principal	Christina Orsi
Email Address	corsi@jsdtracy.com
Website	www.jeffersonschooldistrict.com/hawkins
County-District-School (CDS) Code	39-68544-6117618

District Contact Information (School Year 2020-2021)

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

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

Principal's Message

Tom Hawkins Elementary School is a transitional kindergarten (TK) through eighth-grade school within the Jefferson School District. Our school is a unique learning community where teachers, parents, students, and administrators enjoy the mutual respect and care essential to growth and learning. Our school is a place where students not only feel cared for and safe, but academically challenged as well. Students develop the knowledge, skills, relationships and character necessary to be successful beyond their school years, and they leave Tom Hawkins prepared to be lifelong learners. We encourage our students to excel in all areas of their development including art, music, leadership, character and athletics. Our professional staff is committed to high academic and behavioral standards, assisting students in reaching their goals, and ongoing staff development to enrich their teaching expertise and research-based repertoire of teaching practices. We are committed to ensuring all of our students are college and career ready and armed with 21st-century skills by infusing technology and digital literacy in all of our classrooms. The Character Education program focuses around 10 pillars of character: Safety, Respect, Compassion, Sportsmanship, Cooperation, Perseverance, Trustworthiness, Creativity, Leadership and Excellence. Students also receive weekly social-emotional learning instruction using research-based curriculum.

What makes Hawkins a unique educational experience is the focus on student-centered events. On the first day of school, the staff greet students with a red-carpet welcome. There are many student events throughout the year, such as Walk/Bike to School Day, Day of the Writer, spelling bee, Fun Fridays, dances, rallies, Fund Run, Jump Rope for Heart, Halloween Parade, Hawkapalooza Music Festival, Red Ribbon Week, artist in residence, Family Science Night, Science and Math Olympiad, science fair, talent show, Read Across America, and College Week. During Distance Learning, our community as adapted this mindset to include many touchless and virtual events such as the Halloween Scarecrow Festival and Car Parade, virtual Paint Nights, Zoom cooking lessons, weekly virtual Game Club, and Tuck-In Tuesdays, where the principal reads a bedtime story on Facebook Live each Tuesday Night. It is our belief that school should foster the passion of students in multiple disciplines beyond academia. We greatly value writing, science, art, music, leadership and athletics. The Hawkins community greatly values field-trip experiences. Traditionally, all grade levels take at least one field trip per year so that our students' educational opportunities go beyond the classroom.

School Mission Statement

At Tom Hawkins Elementary School, we take collective responsibility to ensure all students learn at high levels.

School Vision Statement

Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, providing school safety and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical education and character and know that all students have individual paths to success. Tom Hawkins students are leaders inside and outside of school and leave the halls of the school prepared for high school and success in the 21st century.

District Mission Statement

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

District Vision Statement

We want to be a collaborative, inter-dependent 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)

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	65
Grade 2	74
Grade 3	73
Grade 4	83
Grade 5	85
Grade 6	85
Grade 7	92
Grade 8	99
Total Enrollment	733

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

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.5
Asian	14.6
Filipino	1.5
Hispanic or Latino	39.4
Native Hawaiian or Pacific Islander	2
White	33.2
Two or More Races	3.3
Socioeconomically Disadvantaged	32.9
English Learners	15.4
Students with Disabilities	6.4
Foster Youth	0.7
Homeless	

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	29.8	30.8	30.64	98.34
Without Full Credential	4.5	3.5	2	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	3	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 par-ents.
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 screen-ing.
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 California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed,, College Board (6-8) 05/2017	Yes	0%
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

Hawkins Elementary School began as a portable campus, and the permanent campus opened in the fall of 2002. The campus has a large athletic gym, and a library. We continue to purchase books and resources for the library to further enhance student learning and encourage a lifelong love of reading. This year, in order to expand our Young Adult and Primary sections, we purchased additional book cases. The campus has grown in size throughout the years. Construction of 10 additional classrooms for sixth, seventh and eighth graders was completed in August 2005. Students and staff help keep the campus clean and litter-free. The Associated Student Body Officers also lead campus wide recycling each week. Three full time custodians take great pride in maintaining organized, clean and safe facilities. There are three playgrounds on campus: kindergarten, primary and intermediate. A new playground structure was installed in July 2017. A team of student and parent volunteers stenciled and painted games on the Primary blacktop as part of the implementation of a recess program called Peaceful Playground. The Peaceful Playground program was implemented and has greatly improved the quantity and diversity of games being played on the playground, as well as greatly reduced playground discipline. We continue to add playground equipment to ensure students will have multiple options for activity. Each playground is well supervised during recess and lunch. Six campus aides supervise students during lunchtime. Although some students are bused to and from school, this is a neighborhood school. Most students walk, ride their bikes or are driven to school by their parents. During the 2012-13 school year, Measure J bond money allowed for the construction of a track and field for all students to use during their physical education classes and recess time. Measure J also provided funding to improve campus lighting, interior courtyard modernization, a gym divider, grades 6-8's courtyard development and three shade structures for student use. In the summer of 2017, character trait banners were installed on flagpoles to highlight the focus traits. The administrative office, staff workroom, and faculty lounge were modernized in 2019. The entire campus phone system was modernized in 2020.

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 comply with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure all classrooms, restrooms and facilities are well maintained and in good repair. 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 increase training and minimize workplace accidents, injuries and illnesses. By making 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 at Jefferson School District. Staff members receive yearly training for EpiPen use, diabetes, mandated reporting, sexual harassment, and bullying prevention.

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: 07/17/2020

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	51	N/A	58	N/A	50	N/A
Mathematics (grades 3-8 and 11)	40	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 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)	42	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)

Parents are encouraged to take active roles in the educational process by participating in various committees such as the School Site Council, Hawkins Parent Faculty Club, the English Learner Advisory Committee and GATE Committee; by attending monthly board meetings or back-to-school night, open house or classroom performances; and by volunteering in the classroom and at schoolwide activities. Our goal at Hawkins is to provide parents with many opportunities to be a vital component of the instructional process. The parent community is kept informed of school events and activities through a weekly newsletter, a school website, Facebook and Instagram pages, a digital marquee, and the Hawkins Parent Faculty Club Facebook page. During Distance Learning, when communication is key, our school has maintained a Distance Learning Website so families have easy access to announcements, classrooms, and resources.

For more information on how to become involved, please visit our school website at www.jeffersonschooldistrict.com/hawkins, or contact Principal Christina Orsi at (209) 839-2380.

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	1.8	2.1	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	3.4	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)

Safety procedures and routines are reviewed with staff, students and parents. Key elements of the plan include providing for the safety and welfare of its students and staff, especially in a disaster situation, and to work cooperatively with other community agencies to prepare for and effectively deal with a disaster situation in our community. Our major goals are to save lives, protect property, and give aid to those in need in the event of a disaster. We hold practice drills monthly to ensure all staff, students and parents are aware of the necessary procedures to follow should a disaster or emergency arise. The Safety Committee meets to update and revise the School Safety Plan annually.

In response to COVID-19, our school has collaboratively built a plan for Safe Reopening as well as Staff Safety Protocols. Training has been provided to the staff on new safety protocols and procedures.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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+
K	20	1	3		23		4		19	2	2	
1	23		24		22		24		22		24	
2	24		24		25		24		25		24	
3	23		24		24		21		23		21	
4	25		24		25		21		26		21	
5	29		21		17	8	21		23	5	21	
6	27	2	20		30		21		27	1	21	
Other**	8	7			5	7			9	6		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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	1
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

*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	\$9,878	\$2,065	\$7,813	\$79,872
District	N/A	N/A	\$9,648	\$72,470
Percent Difference - School Site and District	N/A	N/A	-21.0	9.7
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	0.8	-0.9

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.