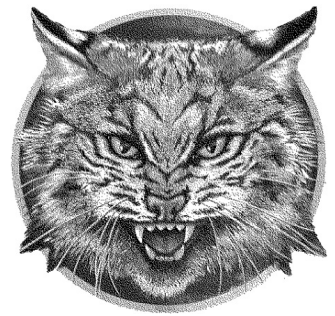# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Jefferson School

"Home of the Wildcats!"

Alyssa Wooten
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Jefferson SD

Principal's Message

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with information about our school, its resources, successes and the areas needing improvement. Our purpose is to foster understanding and support for Jefferson School through awareness of accountability programs for student achievement and the processes used to meet those standards and goals. This SARC is published annually. The statistics reported are from the 2015-16 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 size 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.

"Success if from failure—it eliminates one way that won't work ... therefore you are one step closer to the way that it will work." —Unknown

The quote above sums up our goal for the 2015-16 school year, which is to "Fail Forward." The students and staff are taking risks in terms of goal-setting, technology and making choices. It is remarkable to walk into the classrooms, watch students collaborate, try new things and see their successes. But it is even more rewarding to see how the students react to their failures—they are having academic conversations and changing their approach!

For the 2016-17 school year, our goals encompass teachers being lifelong learners and collaborating together to research best practices. A team of Jefferson School teacher leaders attended a three-day Professional Learning Community (PLC) conference over the summer of 2016 to learn what PLCs are all about and how they successfully function in schools. Also, this leadership team meets throughout the school year to make school decisions that are in the best interest of the students and based on proven research. They are leading small content area teams through a journey of researching best practices, making SMART goals for student learning, creating common formative assessments, comparing data and working together to plan. This is an exciting year for us as we move through the PLC process and have our first full year on our newly built campus.

I am privileged to be the principal of Jefferson School and look forward to a successful year.

Alyssa Wooten

School Mission Statement

Jefferson School's mission is to have every child prepared for higher education (college, career and civic responsibility) by eighth grade. To fulfill this mission, Jefferson is committed to educating students to be competent in algebraic thinking, able to write and present persuasive arguments, read and have a deep comprehension of grade-level fiction and texts, complete qualitative and quantitative research, and understand their role in democracy.

Parental Involvement

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

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

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

School 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 September 2016. We use our safety plan, along with fire and earthquake drills, at each site.

School Accountability Report Card

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

District Mission Statement

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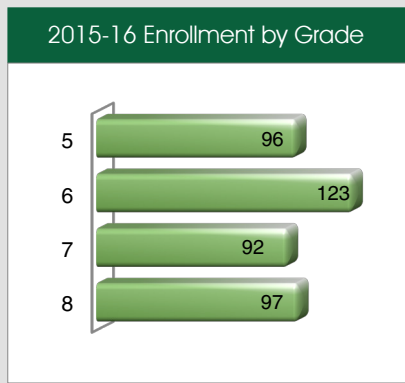

Governing Board

Debbie Wingo, President

Dan Wells, Vice President

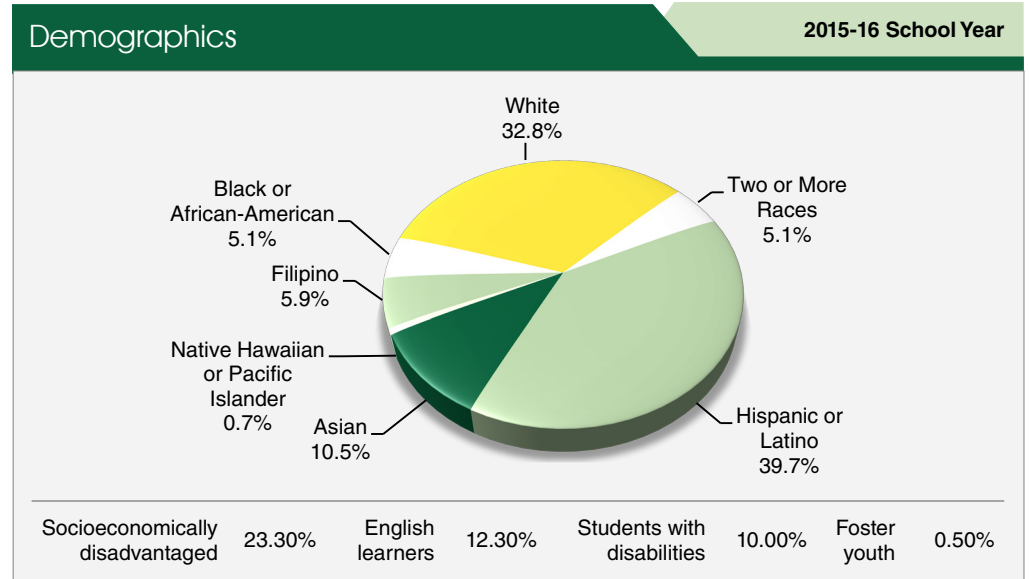Pete Carlson, Member

Brian Jackman, Member

Phil Raya, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

Grade	Enrollment
5	96
6	123
7	92
8	97

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

	13-14	14-15	15-16
Suspension rates	8.4%	2.4%	2.9%
Expulsion rates	0.0%	0.2%	0.0%

Jefferson SD

	13-14	14-15	15-16
Suspension rates	3.8%	3.5%	2.7%
Expulsion rates	0.0%	0.1%	0.0%

California

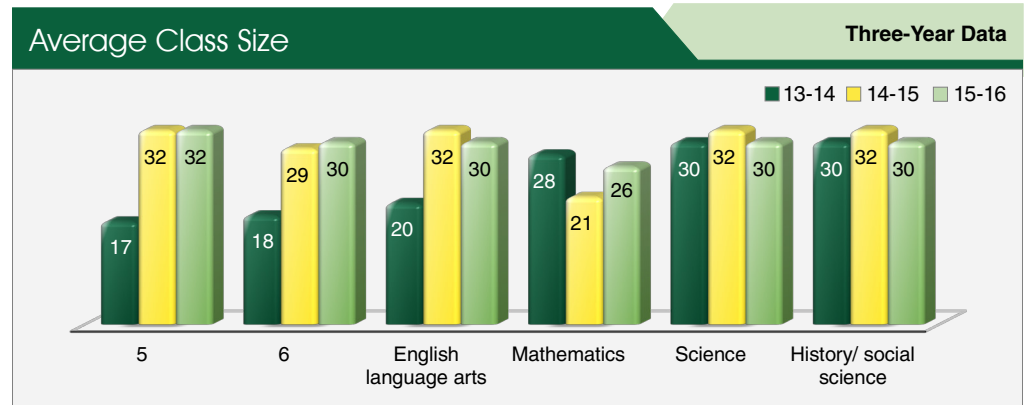|	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 408 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2015-16 School Year

White 32.8%
Two or More Races 5.1%
Black or African-American 5.1%
Filipino 5.9%
Native Hawaiian or Pacific Islander 0.7%
Asian 10.5%
Hispanic or Latino 39.7%

Socioeconomically disadvantaged	English learners	Students with disabilities	Foster youth
23.30%	12.30%	10.00%	0.50%

Class Size Distribution

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

Average Class Size — Three-Year Data

Legend: 13-14, 14-15, 15-16

Category	13-14	14-15	15-16
5	17	32	32
6	18	29	30
English language arts	20	32	30
Mathematics	28	21	26
Science	30	32	30
History/ social science	30	32	30

Number of Classrooms by Size — Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students			Number of Students			Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		3			3			3	
6		3			3			4	

Subject	Number of Students			Number of Students			Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		8			6			6	
Mathematics		8			8		1	5	
Science		7			6			4	2
History/social science		7			6			5	1

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	2015-16 School Year	
Percentage of Students Meeting Fitness Standards	**Jefferson School**	
	Grade 5	**Grade 7**
Four of six standards	7.40%	12.40%
Five of six standards	16.00%	27.00%
Six of six standards	61.70%	50.60%

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.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Jefferson School	**Jefferson SD**
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

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

Types of Services Funded

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

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

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	
2014-15	4 days
2015-16	3 days
2016-17	2 days

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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 tables on the following pages display the percentage of students that met or exceeded state standards in English language arts 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 CAAs 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 Test Results for All Students: Science (grades 5, 8 and 10)

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

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Jefferson School			Jefferson SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	77%	74%	69%	73%	65%	64%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	195	194	99.49%	69.07%
Male	93	92	98.92%	72.83%
Female	102	102	100.00%	65.69%
Black or African-American	12	12	100.00%	75.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	100.00%	79.17%
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	66	66	100.00%	57.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	65	64	98.46%	78.13%
Two or more races	13	13	100.00%	53.85%
Socioeconomically disadvantaged	19	19	100.00%	42.11%
English learners	19	19	100.00%	42.11%
Students with disabilities	18	18	100.00%	72.22%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Jefferson School		Jefferson SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	59%	59%	51%	53%	44%	48%
Mathematics	53%	52%	41%	45%	33%	36%

❖ 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.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards — 2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	94	100.00%	63.80%
Male	46	46	100.00%	58.70%
Female	48	48	100.00%	68.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	11	100.00%	90.90%
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	31	100.00%	54.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	33	100.00%	63.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	94	94	100.00%	46.80%
Male	46	46	100.00%	50.00%
Female	48	48	100.00%	43.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	11	100.00%	81.80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	31	100.00%	35.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	33	100.00%	42.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	124	123	99.20%	50.82%
Male	60	59	98.30%	51.72%
Female	64	64	100.00%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	12	100.00%	63.64%
Filipino	❖	❖	❖	❖
Hispanic or Latino	54	53	98.20%	41.51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	43	43	100.00%	58.14%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	18.18%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	124	123	99.20%	52.85%
Male	60	59	98.30%	59.32%
Female	64	64	100.00%	46.88%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	12	100.00%	58.33%
Filipino	❖	❖	❖	❖
Hispanic or Latino	54	53	98.20%	39.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	43	43	100.00%	67.44%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	9.09%
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.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	92	100.00%	55.43%
Male	34	34	100.00%	44.12%
Female	58	58	100.00%	62.07%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	39	100.00%	35.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	31	100.00%	74.19%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	45.45%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	92	100.00%	44.57%
Male	34	34	100.00%	29.41%
Female	58	58	100.00%	53.45%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	39	39	100.00%	23.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	31	100.00%	61.29%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	36.36%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	101	100	99.00%	66.00%
Male	47	46	97.90%	69.57%
Female	54	54	100.00%	62.96%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	84.62%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	54.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	31	96.90%	74.19%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	41.18%
English learners	12	12	100.00%	25.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	101	100	99.00%	63.00%
Male	47	46	97.90%	73.91%
Female	54	54	100.00%	53.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	92.31%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	57.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	31	96.90%	58.06%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	29.41%
English learners	12	12	100.00%	33.33%
Students with disabilities	❖	❖	❖	❖
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 Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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.

School Facility Good Repair Status			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/11/2016
Date of the most recent completion of the inspection form			7/11/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2016-17 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**
External	Leak in cafeteria roof, and seals on windows leak when raining. Director of maintenance contacted for repair in November 2016.

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.

School Facilities

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

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

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

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

Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms and facilities are well maintained and in good repair.

In August 2009, a new cafeteria floor was installed.

In September 2009, a new perimeter fence was installed

In August 2008, facility projects included the installation of a new fire and intrusion alarm system.

In 2010, a school facilities bond was passed and new improvements are planned in the near future.

A new school was built on the site starting in 2014. The new school opened in January 2016 and students moved from the sub 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.

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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No ★
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

★ All textbooks are adopted from the most recent state-approved lists and consistent with the content and cycles of curriculum frameworks, except for English language arts/English language development (ELA/ELD). Our district is currently in the adoption process and will purchase and implement new ELA/ELD instructional materials next school year 2017-18.

Textbooks and Instructional Materials

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, research 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.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Reading series, Houghton Mifflin (K-5)	04/2003
Reading/language arts	Medallions (semi-adoption)	05/2009
Reading/language arts	*Literature & Language Arts*, Holt (6-8)	05/2004
Science	*California Science*, Scott Foresman (K-5)	06/2007
Science	*California Earth Science*, Scott Foresman (6)	06/2007
Science	*Focus on Life Science*, Glencoe (7)	06/2007
Science	*Focus on Physical Science*, Glencoe (8)	06/2007
History/social science	*California History-Social Science*, Scott Foresman (K-5)	06/2006
History/social science	*Ancient Civilizations*, Holt, Rinehart and Winston (6)	06/2006
History/social science	World History: *Medieval to Early Modern Times*; Holt, Rinehart and Winston (7)	06/2006
Mathematics	*California Go Math!*, Houghton Mifflin Harcourt (K-8)	05/2014

Currency of Textbook Data

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

Currency of Textbook Data	2016-17 School Year
Data collection date	9/13/2016

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	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	105	16	16	18
Without a full credential	3	1	1	1
Teaching outside subject area of competence (with full credential)	1	0	1	1

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	**14-15**	**15-16**	**16-17**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Jefferson School	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.15
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.40
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00

✧ Not applicable.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	$6,083
Expenditures per pupil from restricted sources	$972
Expenditures per pupil from unrestricted sources	$5,112
Annual average teacher salary	$67,033

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 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data	Jefferson SD	Similar Sized District
	2014-15 Fiscal Year	
Beginning teacher salary	$39,720	$44,507
Midrange teacher salary	$63,740	$68,910
Highest teacher salary	$78,022	$88,330
Average elementary school principal salary	$101,363	$111,481
Superintendent salary	$151,675	$169,821
Teacher salaries: percentage of budget	44%	39%
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	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
	2014-15 Fiscal Year	
Jefferson School	$5,112	$67,033
Jefferson SD	$5,671	$64,230
California	$5,677	$71,610
School and district: percentage difference	-9.9%	+4.4%
School and California: percentage difference	-10.0%	-6.4%