Thomas Jefferson Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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 a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
School Name	Thomas Jefferson Elementary
Street	1540 Fifth St.
City, State, Zip	Glendale, Ca, 91201-1925
Phone Number	818-243-4279
Principal	Dr. Marine Avagyan, Principal
E-mail Address	mavagyan@gusd.net
County-District-School (CDS) Code	19645686013718

Last updated: 1/6/2016

School Description and Mission Statement - Most Recent Year

Thomas Jefferson Elementary School, in collaboration with students, families and the community promotes a safe learning environment and prepares ethically responsible student to be college and career ready. Our students demonstrate creativity and critical thinking through effective collaboration and communication in a diverse, ever-changing world.

Thomas Jefferson Elementary School is a neighborhood school located in the business section of southwest Glendale. Built in the 1950's the school was modernized in 2004. Housed on 4.2 acres of land, the campus is comprised of a main office building and six surrounding buildings.

Jefferson services approx. 655 students in grades K-6 and also houses a state preschool on its campus. The families in the community are culturally and linguistically diverse with English, Armenian, Spanish, and Hindi being some of the languages being represented.

The academic achievement has been recognized by being the recipient of the Title I Academic Achievement Award, California Distinguished School Award, Blue Ribbon nominee, Reading First Academic Achievement Index in the State of California, California Business for Education Excellence Honor Roll and the school's FLAG program has been recognized by the California Association of Bilingual Educators.

Jefferson is home to the first Armenian Language Immersion Program, which is part of the District's Foreign Language Acquisition of Glendale (FLAG) that includes at total of seven languages. Selection and placement in the FLAG program is through a district-wide lottery following a parent application process.

The Dual Immersion model of the program began in 2010-11 with the goal of developing bilingualism and biliteracy through a 50/50 program model. Instruction in all core academics is provided in Armenian for 50% of the day and in English for the other 50%.

The goal of the Armenian Heritage Language Program is to maintain the students' language of heritage, culture and tradition. The Armenian language arts curriculum is taught as enrichment, with literacy as a primary focus. Daily instruction is based on District and State guidelines, standards and curriculum. This model is operational in grade 6 and is being phased out at Jefferson as students matriculate to middle school.

Last updated: 1/6/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	90
Grade 1	88
Grade 2	94
Grade 3	93
Grade 4	86
Grade 5	95
Grade 6	83
Total Enrollment	629
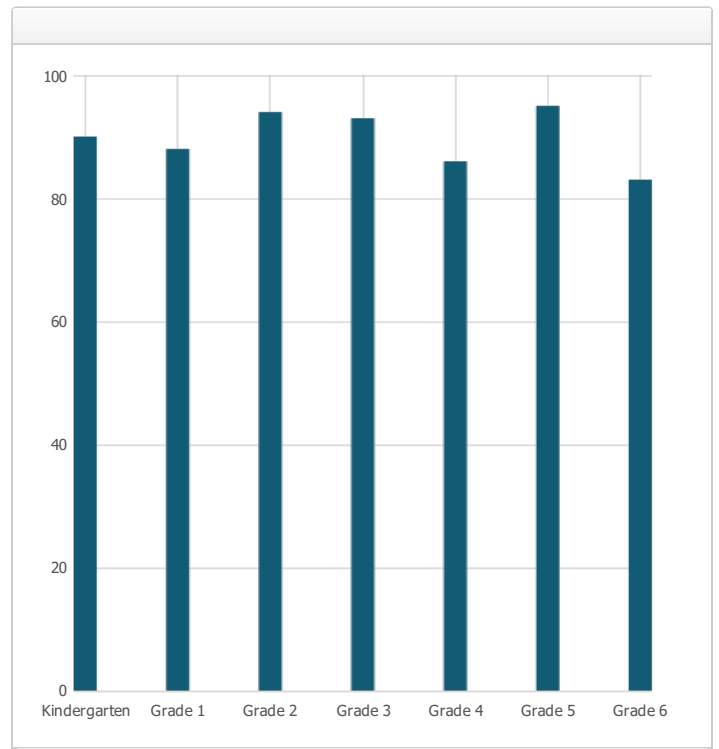
Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.2 %
Asian	3.7 %
Filipino	2.2 %
Hispanic or Latino	10.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	82.5 %
Two or More Races	0.3 %
Socioeconomically Disadvantaged	77.6 %
English Learners	58.5 %
Students with Disabilities	7.8 %
Foster Youth	0.2 %
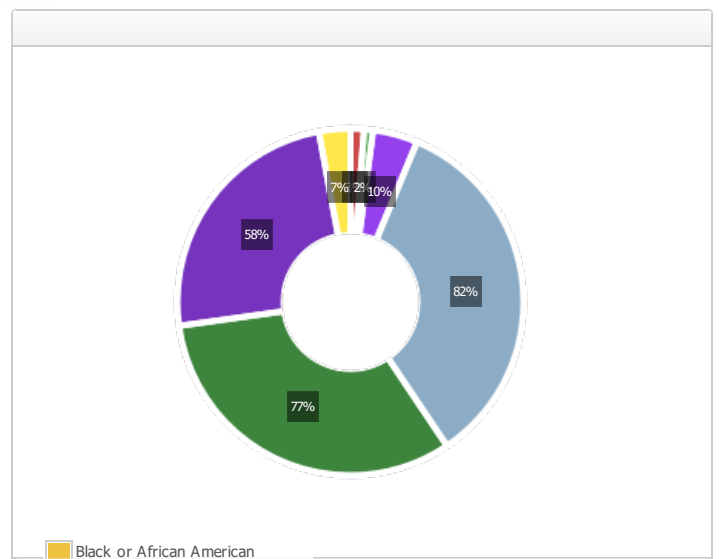
Last updated: 1/6/2016

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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	25	28	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65
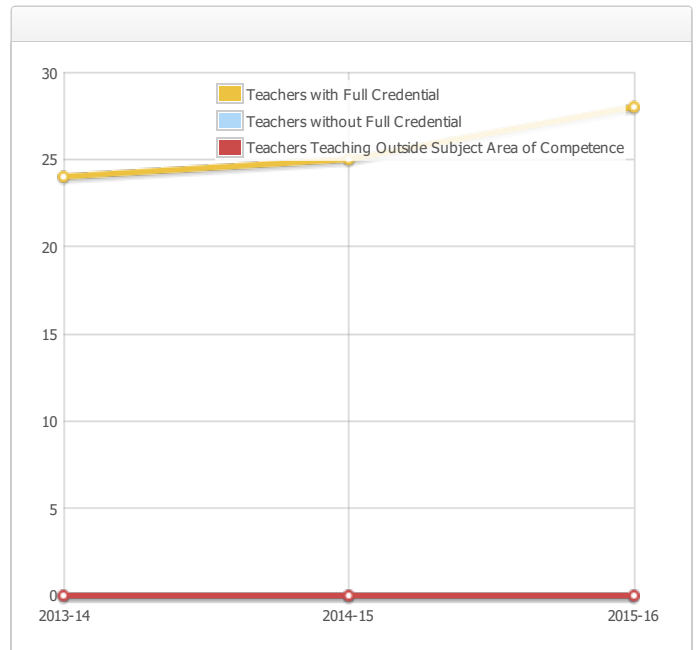
Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1
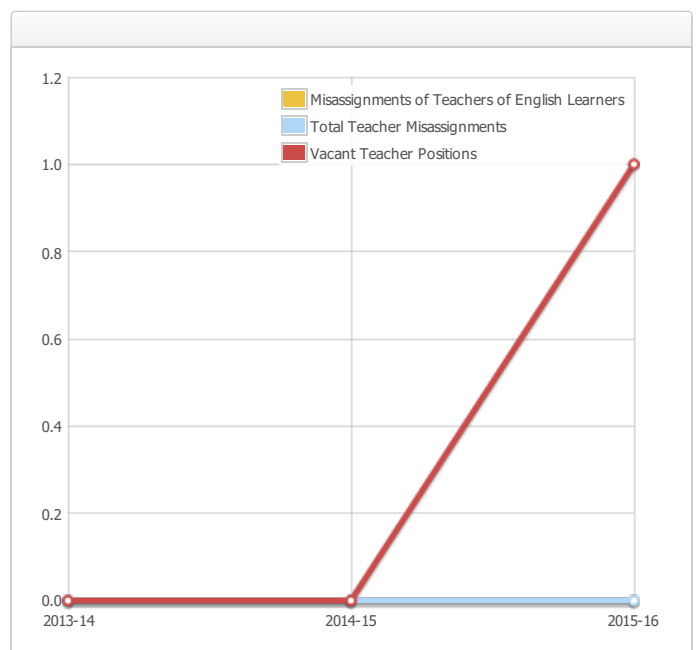
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/6/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Reading-California/2012 McDougall Littell - The Lanuguage of Literature/2003 National Geographic Inside (6th grade ELD)/2010	Yes	0.0 %
Mathematics	MacMilan McGraw-Hill – Everyday Mathematics/2008	Yes	0.0 %
Science	MacMillan McGraw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt-Reflections: California Series/2006 McMillian McGraw-Hill - California Vistas/2006 McDougal Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/6/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Although established in the early 1920's, the main buildings on campus were built in 1930. In 2004 the campus underwent a major renovation, where the entire main office building was remodeled. This year, the front office was upgraded to meet the necessary safety measures. The Jefferson custodial staff with additional support from the district crew cleans and maintains the facility to ensure that it always meets the highest standards. The campus houses eleven modular (portable classrooms) which have been here since 1998. These provide the much needed additional classroom space. The auditorium is used regularly for assemblies and meetings, and serves as a cafeteria on inclement weather days. The grounds also include a school library.

Last updated: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	floor tiles are broken, walls and wood cabinets need patching
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	walls have cracks, water damage noticeable
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	window latch broken in boys' restroom

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	52.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	93	95.9%	14.0%	34.0%	24.0%	28.0%
Male	97	42	43.3%	17.0%	33.0%	19.0%	31.0%
Female	97	51	52.6%	12.0%	35.0%	27.0%	25.0%
Black or African American	97	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	6	6.2%	--	--	--	--
Filipino	97	3	3.1%	--	--	--	--
Hispanic or Latino	97	10	10.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	72	74.2%	14.0%	32.0%	24.0%	31.0%
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	67	69.1%	16.0%	39.0%	22.0%	22.0%
English Learners	97	64	66.0%	16.0%	36.0%	25.0%	23.0%
Students with Disabilities	97	2	2.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	79	79	100.0%	38.0%	22.0%	24.0%	16.0%
Male	79	39	49.4%	31.0%	28.0%	28.0%	13.0%
Female	79	40	50.6%	45.0%	15.0%	20.0%	20.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	79	3	3.8%	--	--	--	--
Filipino	79	2	2.5%	--	--	--	--
Hispanic or Latino	79	7	8.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	79	67	84.8%	34.0%	22.0%	25.0%	18.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	79	65	82.3%	42.0%	23.0%	22.0%	14.0%
English Learners	79	40	50.6%	53.0%	28.0%	18.0%	3.0%
Students with Disabilities	79	5	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	95	91	95.8%	23.0%	22.0%	32.0%	23.0%
Male	95	53	55.8%	28.0%	19.0%	38.0%	15.0%
Female	95	38	40.0%	16.0%	26.0%	24.0%	34.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	95	1	1.1%	--	--	--	--
Asian	95	1	1.1%	--	--	--	--
Filipino	95	2	2.1%	--	--	--	--
Hispanic or Latino	95	6	6.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	95	81	85.3%	23.0%	22.0%	31.0%	23.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	95	66	69.5%	27.0%	23.0%	33.0%	17.0%
English Learners	95	31	32.6%	55.0%	23.0%	16.0%	6.0%
Students with Disabilities	95	8	8.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	83	98.8%	18.0%	19.0%	42.0%	20.0%
Male	84	40	47.6%	23.0%	30.0%	28.0%	20.0%
Female	84	43	51.2%	14.0%	9.0%	56.0%	21.0%
Black or African American	84	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	3	3.6%	--	--	--	--
Filipino	84	1	1.2%	--	--	--	--
Hispanic or Latino	84	12	14.3%	67.0%	0.0%	33.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	66	78.6%	9.0%	21.0%	45.0%	24.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	84	59	70.2%	20.0%	24.0%	44.0%	12.0%
English Learners	84	25	29.8%	44.0%	36.0%	20.0%	0.0%
Students with Disabilities	84	10	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/6/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	95	97.9%	18.0%	26.0%	31.0%	25.0%
Male	97	44	45.4%	16.0%	18.0%	32.0%	34.0%
Female	97	51	52.6%	20.0%	33.0%	29.0%	18.0%
Black or African American	97	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	6	6.2%	--	--	--	--
Filipino	97	3	3.1%	--	--	--	--
Hispanic or Latino	97	10	10.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	74	76.3%	19.0%	23.0%	31.0%	27.0%
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	68	70.1%	24.0%	31.0%	28.0%	18.0%
English Learners	97	65	67.0%	23.0%	25.0%	34.0%	18.0%
Students with Disabilities	97	2	2.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/6/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	79	79	100.0%	19.0%	27.0%	33.0%	22.0%
Male	79	39	49.4%	15.0%	26.0%	33.0%	26.0%
Female	79	40	50.6%	23.0%	28.0%	33.0%	18.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	79	3	3.8%	--	--	--	--
Filipino	79	2	2.5%	--	--	--	--
Hispanic or Latino	79	7	8.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	79	67	84.8%	15.0%	27.0%	37.0%	21.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	79	65	82.3%	22.0%	28.0%	31.0%	20.0%
English Learners	79	40	50.6%	23.0%	35.0%	35.0%	8.0%
Students with Disabilities	79	5	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/6/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	95	93	97.9%	25.0%	34.0%	19.0%	22.0%
Male	95	55	57.9%	29.0%	31.0%	20.0%	20.0%
Female	95	38	40.0%	18.0%	39.0%	18.0%	24.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	95	1	1.1%	--	--	--	--
Asian	95	1	1.1%	--	--	--	--
Filipino	95	2	2.1%	--	--	--	--
Hispanic or Latino	95	6	6.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	95	83	87.4%	25.0%	33.0%	19.0%	23.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	95	66	69.5%	26.0%	32.0%	24.0%	18.0%
English Learners	95	31	32.6%	52.0%	29.0%	10.0%	10.0%
Students with Disabilities	95	8	8.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/6/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	83	98.8%	18.0%	24.0%	29.0%	29.0%
Male	84	40	47.6%	20.0%	25.0%	30.0%	25.0%
Female	84	43	51.2%	16.0%	23.0%	28.0%	33.0%
Black or African American	84	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	3	3.6%	--	--	--	--
Filipino	84	1	1.2%	--	--	--	--
Hispanic or Latino	84	12	14.3%	50.0%	33.0%	17.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	66	78.6%	11.0%	23.0%	32.0%	35.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	84	59	70.2%	22.0%	24.0%	32.0%	22.0%
English Learners	84	25	29.8%	52.0%	20.0%	20.0%	8.0%
Students with Disabilities	84	10	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64.0%	57.0%	65.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	65.0%
Male	66.0%
Female	63.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	64.0%
Two or More Races	--
Socioeconomically Disadvantaged	61.0%
English Learners	26.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016
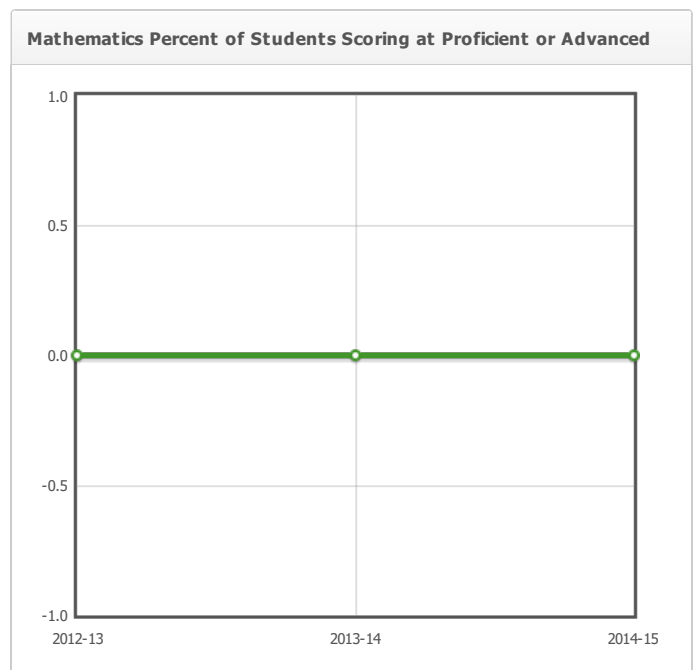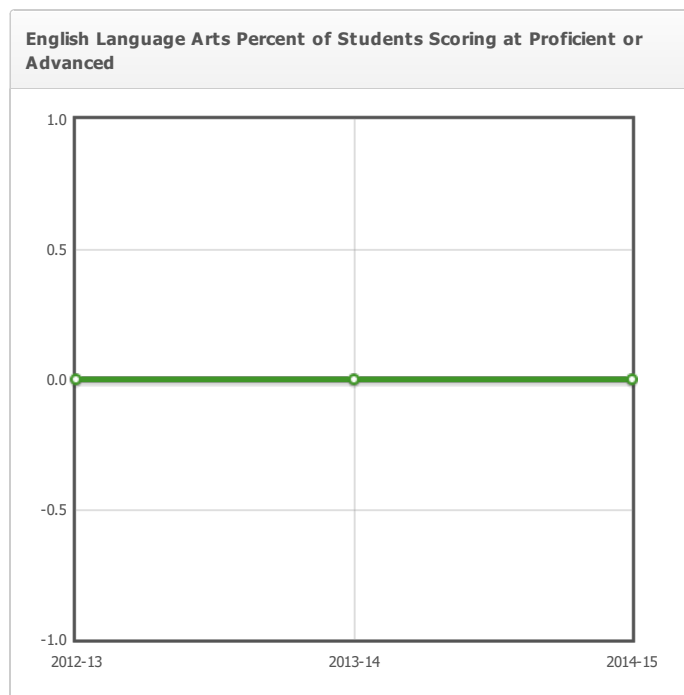
State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/6/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6%	24.0%	32.3%

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.

Last updated: 1/6/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents are a key to our success, and Jefferson Elementary offers a number of opportunities for parent involvement throughout the year. Parent volunteers have a regular presence at the school, whether they are helping in the classroom, on the playground or the lunch benches, and with various school events. Elected parents actively serve on School Site Council/English Learner Advisory Committee, contributing to the review and development of the school plan. Various parent education sessions in the form of Family Chats and Seminar are offered to families on a monthly basis.

Jefferson's Parent Teacher Association (PTA) plays an important role in bringing families together through events and activities that support our students' academic and personal growth. Through their support our students participate in the annual Red Ribbon Week, the Walkathon, and the Reflections Art Contest. The annual PTA Fall Festival is quite the popular event that has now become a tradition for bringing together current and former Jefferson families. Funds raised through the PTA bring learning opportunities for students through school assemblies, recognitions, and activities.

The Jefferson Elementary Foundation promotes collaboration between the school, families and the community in support of fundraising for schoolwide projects, new programs, and necessary resources that benefit the entire school.

Back to School Night and Open House provide parents with the opportunity to see classrooms and learn about the expectations set for each grade level. Additionally, throughout the year teachers hold parent conferences to support student's continuous growth.

State Priority: Pupil Engagement

Last updated: 1/6/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
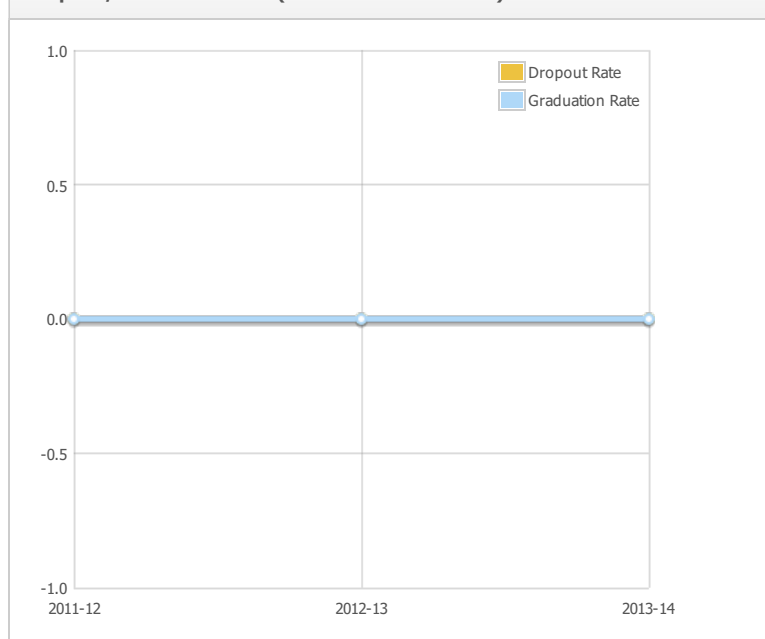
State Priority: School Climate

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	3.3	0.6	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
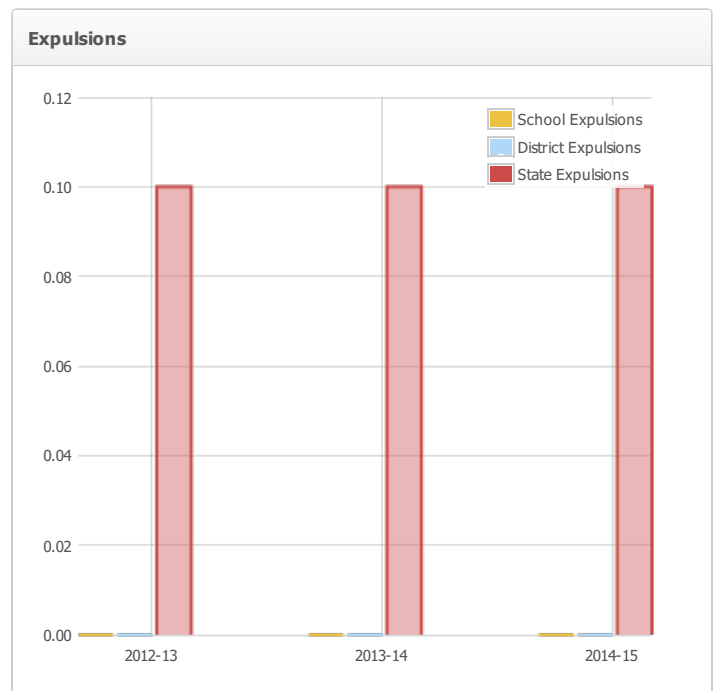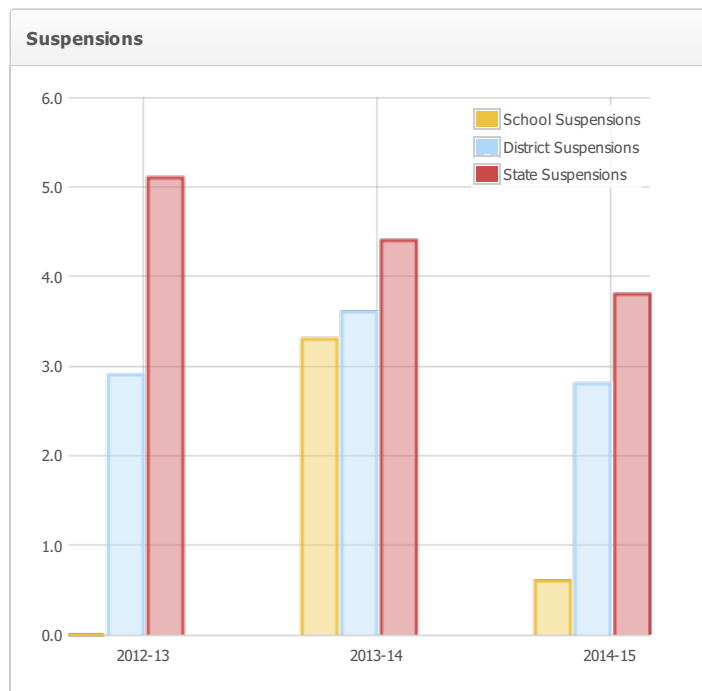
School Safety Plan - Most Recent Year

Students' physical and personal safety is top priority at Jefferson. The school campus undergoes a monthly inspection by the head custodian who ensures that all areas of the school meet safety guidelines. Various safety measures are in place at Jefferson, including the supervision of students before, during and after school, designated drop-off and pick-up lane in front of school, crossing guards at the busy intersections near the school, and a single point of entry and exit for the school. The School Safety Plan is reviewed and updated annually and includes the guidelines and procedures for emergencies, including, but not limited to, earthquakes, fires, and intruders. An automated phone system is used to communicate with all families during emergencies and as needed. The school is currently undergoing additional safety upgrades as part of Measure S. These, in addition to our collaboration with the local emergency personnel, allow us to offer a secure learning environment for all students. Staff and administration work closely to also ensure each student's personal, social and emotional safety, as addressed through the schoolwide discipline policy and the conflict mediation process.

Starting in June 2016, the campus will undergo a major construction to replace the modular with a two-story modern building with twelve classrooms.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/6/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/6/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	24.0		4		23.0		4		22.0	1	3	
1	24.0		3		25.0		3		25.0		3	
2	25.0		3		25.0		4		24.0		4	
3	25.0		4		23.0		3		26.0		4	
4	36.0			2	29.0		1	1	26.0	1	1	1
5	34.0			2	32.0		2	1	35.0			2
6	32.0		2	1	30.0	1		3	28.0	1	1	2
Other	8.0	1			11.0	1			8.0	1		

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

Last updated: 1/6/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5796.0	$923.0	$4873.0	$73086.0
District	N/A	N/A	$4832.0	$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/6/2016

Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to support our instructional programs. All Glendale schools benefit from the support of the Glendale Educational Foundation, which provides schools with programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/6/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
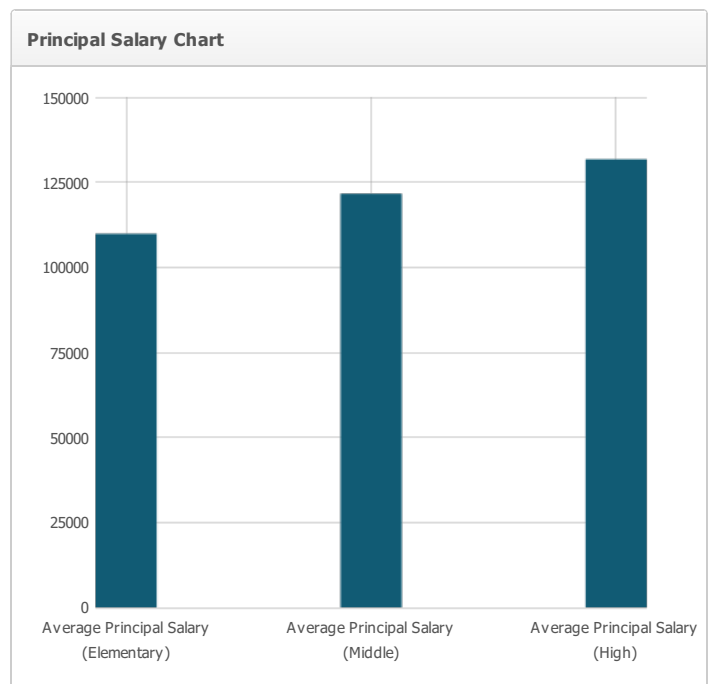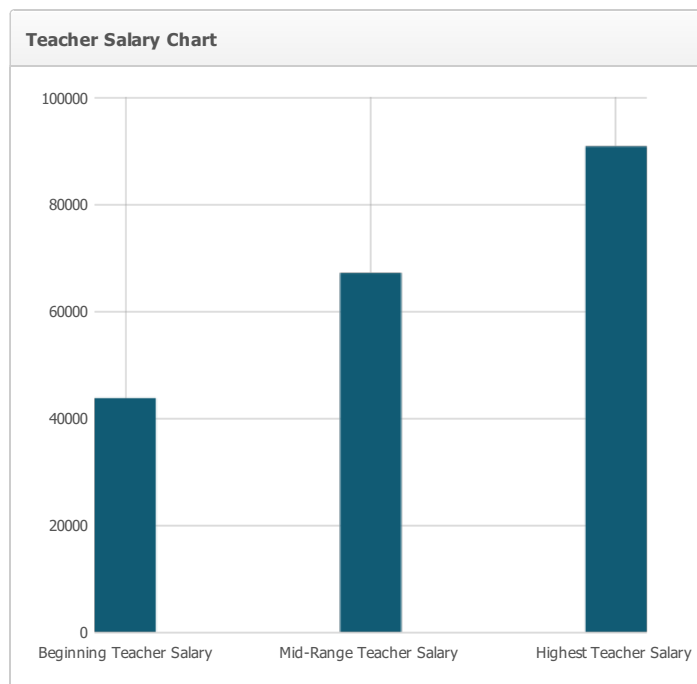
Last updated: 1/6/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016