

Thomas Jefferson Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 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).

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 (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Glendale Unified	School Name	Thomas Jefferson Elementary
Phone Number	(818) 241-3111	Street	1540 Fifth St.
Superintendent	Winfred Roberson	City, State, Zip	Glendale, Ca, 91201-1925
E-mail Address	wroberson@gusd.net	Phone Number	818-243-4279
Web Site	www.gusd.net	Principal	Linda Teems, Interim Principal
		E-mail Address	lteems@gusd.net
		County-District-School (CDS) Code	19645686013718

Last updated: 1/19/2017

School Description and Mission Statement (School Year 2016-17)

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. The school is currently undergoing construction which will provide a two-story building with 12 classrooms that will replace the outdated portables. The project is expected to be completed by September of 2017.

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.

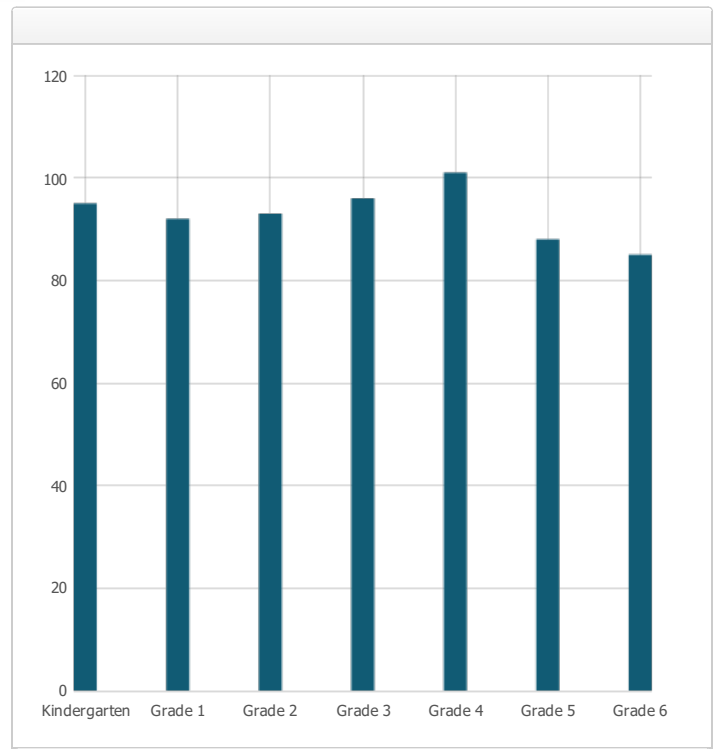
Jefferson is home to the first Armenian Language Immersion Program, which is part of the District's Foreign Language Acquisition of Glendale (FLAG) that includes a total of seven languages. Selection and placement in the FLAG program is through a district-wide lottery following a parent application process.

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%.

Last updated: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	95
Grade 1	92
Grade 2	93
Grade 3	96
Grade 4	101
Grade 5	88
Grade 6	85
Total Enrollment	650



Last updated: 1/19/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.2 %
Asian	2.9 %
Filipino	1.7 %
Hispanic or Latino	10.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	83.2 %
Two or More Races	0.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.2 %
English Learners	66.2 %
Students with Disabilities	8.5 %
Foster Youth	0.3 %

Last updated: 1/19/2017

A. Conditions of Learning

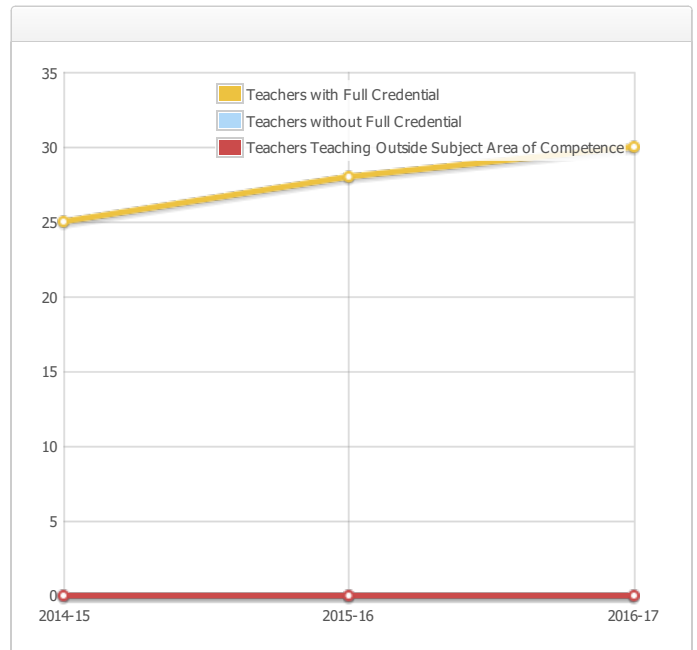
State Priority: Basic

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

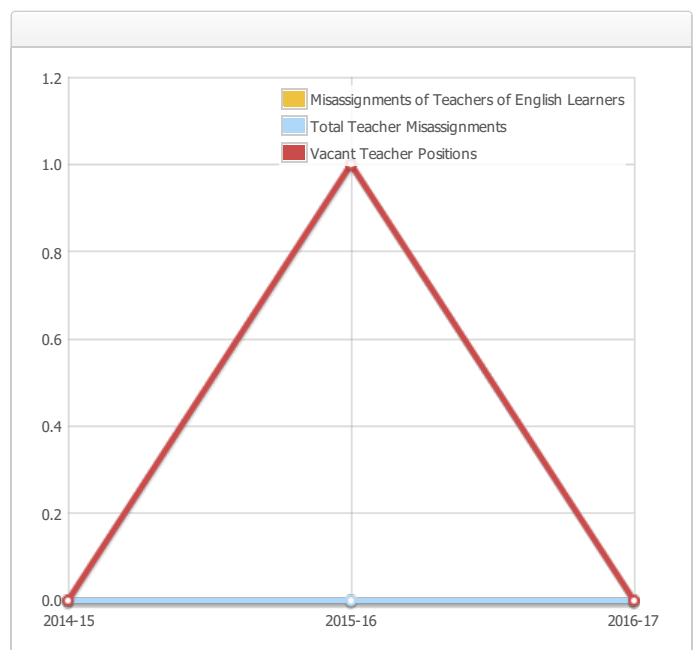
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	28	30	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Last updated: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	96.0%	4.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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 McDougal Littell - The Language of Literature/2003 National Geographic Inside (6th grade ELD)/2010	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015	Yes	0.0 %
Science	MacMillan Mc Graw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt - Reflections: California Series/2006 McMillan 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 Eqmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2017

School Facility Conditions and Planned Improvements

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: 1/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Exemplary
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Last updated: 1/19/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	52.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	52.0%	47.0%	49.0%	51.0%	34.0%	36.0%

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.

Last updated: 1/19/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	97	96.0%	49.5%
Male	57	55	96.5%	41.8%
Female	44	42	95.5%	59.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	82	95.4%	45.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	77	95.1%	41.6%
English Learners	42	38	90.5%	15.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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 on the CAAs divided by the total number of students who participated in both assessments.

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 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.

Last updated: 1/19/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	98	97.0%	49.0%
Male	52	49	94.2%	46.9%
Female	49	49	100.0%	51.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	12	92.3%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	75	97.4%	49.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	74	96.1%	43.2%
English Learners	34	31	91.2%	6.5%
Students with Disabilities	15	14	93.3%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/19/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	85	94.4%	47.1%
Male	45	42	93.3%	50.0%
Female	45	43	95.6%	44.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	70	94.6%	51.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	66	94.3%	42.4%
English Learners	28	24	85.7%	8.3%
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/19/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	84	96.6%	61.9%
Male	54	51	94.4%	58.8%
Female	33	33	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	75	97.4%	61.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	58	95.1%	53.5%
English Learners	11	8	72.7%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/19/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	101	100.0%	55.5%
Male	57	57	100.0%	50.9%
Female	44	44	100.0%	61.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	86	100.0%	52.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	81	100.0%	53.1%
English Learners	42	42	100.0%	26.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/19/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	100	99.0%	37.0%
Male	52	51	98.1%	41.2%
Female	49	49	100.0%	32.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	12	92.3%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	77	100.0%	41.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.7%	31.6%
English Learners	34	33	97.1%	9.1%
Students with Disabilities	15	14	93.3%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/19/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	89	98.9%	40.5%
Male	45	45	100.0%	48.9%
Female	45	44	97.8%	31.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	74	100.0%	44.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.0%	34.3%
English Learners	28	28	100.0%	3.6%
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/19/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	87	100.0%	55.8%
Male	54	54	100.0%	50.9%
Female	33	33	100.0%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	77	100.0%	53.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.0%	50.0%
English Learners	11	11	100.0%	20.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/19/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	65.0%	46.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/19/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	90	85	94.4%	45.9%
Male	45	42	93.3%	54.8%
Female	45	43	95.6%	37.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	74	70	94.6%	50.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	70	66	94.3%	37.9%
English Learners	28	24	85.7%	12.5%
Students with Disabilities	12	12	100.0%	25.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/19/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.8%	18.0%	19.1%

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: 1/19/2017

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 (School Year 2016-17)

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 Walktober, 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: 1/19/2017

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

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

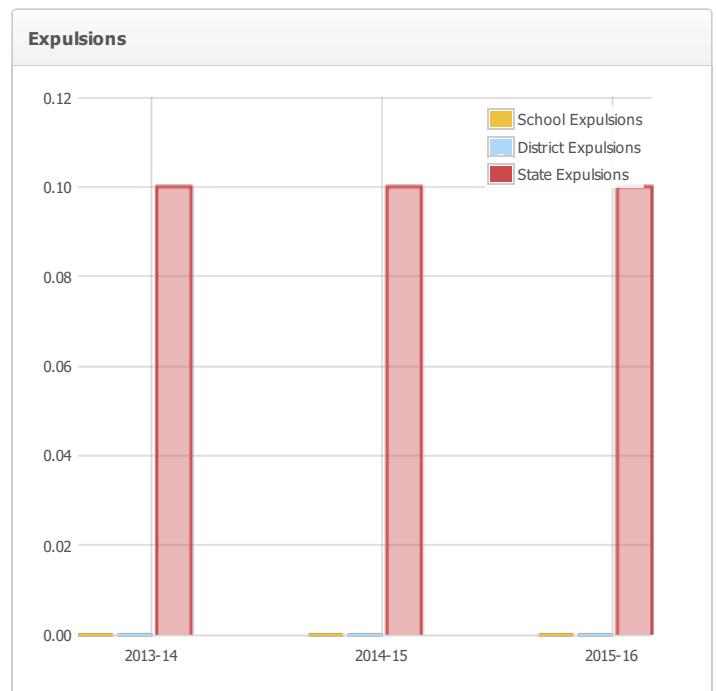
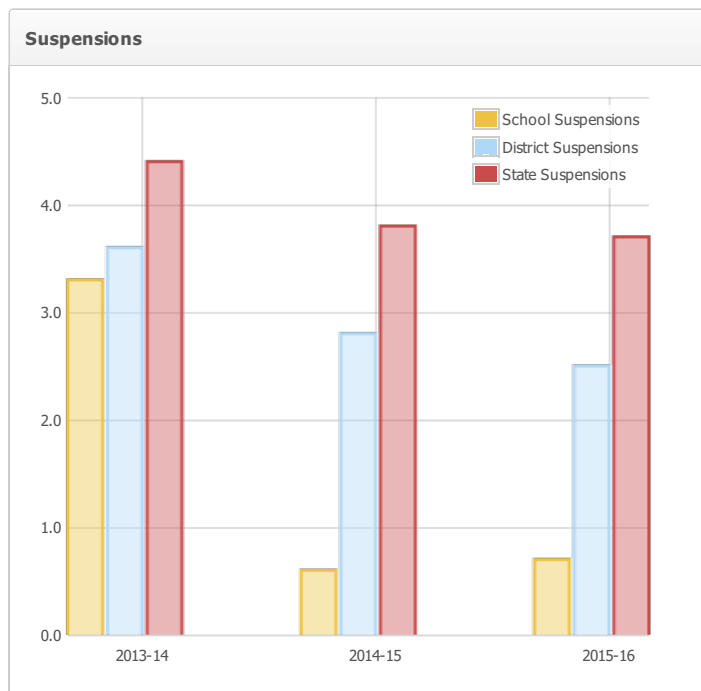
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.3	0.6	0.7	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/19/2017

School Safety Plan (School Year 2016-17)

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.

Last updated: 1/19/2017

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.

Federal Intervention Program (School Year 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/19/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	4	0	22.0	1	3	0	25.0	0	4	0
1	25.0	0	3	0	25.0	0	3	0	25.5	0	3	0
2	25.0	0	4	0	24.0	0	4	0	26.2	0	4	0
3	23.0	0	3	0	26.0	0	4	0	25.5	0	4	0
4	29.0	0	1	1	26.0	1	1	1	24.1	0	3	1
5	32.0	0	2	1	35.0	0	0	2	24.2	2	1	1
6	30.0	1	0	3	28.0	1	1	2	27.0	0	2	1
Other	11.0	1	0	0	8.0	1	0	0	0.0	0	0	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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: 1/19/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6243.0	\$1010.0	\$5232.0	\$75697.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	0.0%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/19/2017

Types of Services Funded (Fiscal Year 2015-16)

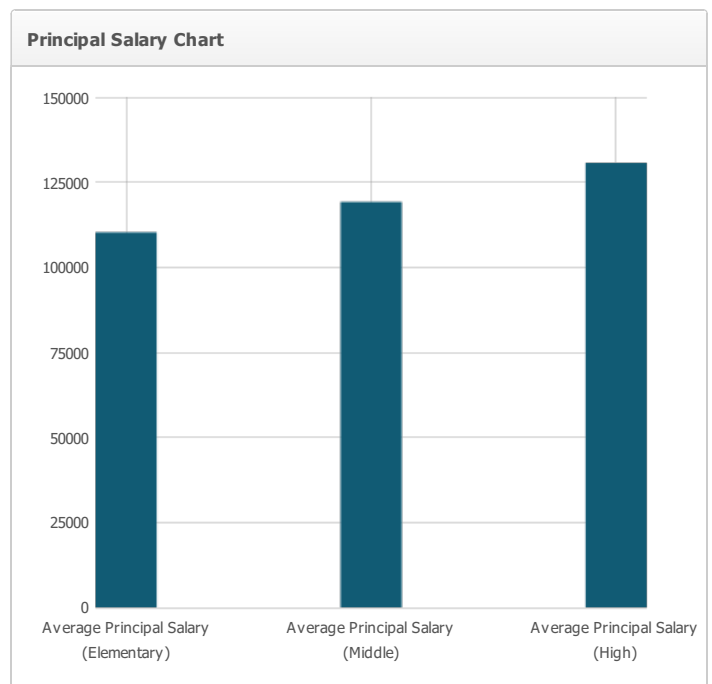
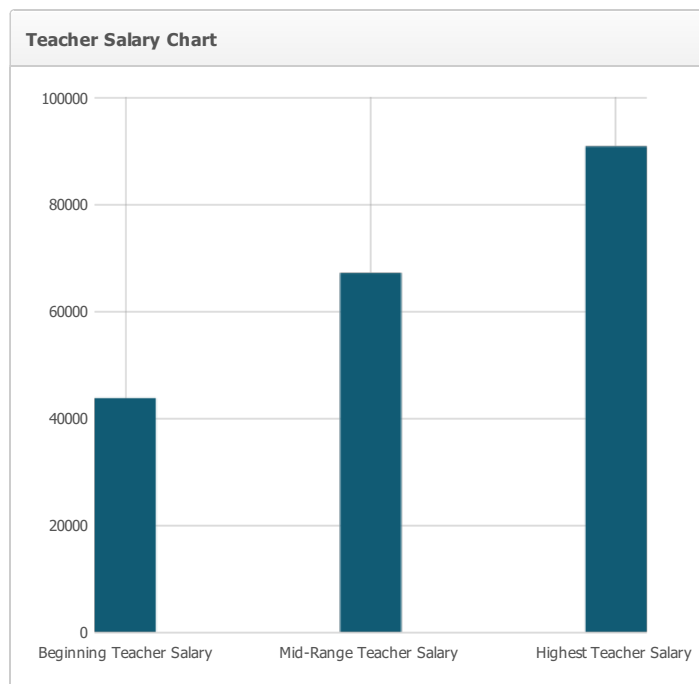
A combination of state and federal funding is used to support our instructional programs. All Glendale schools benefit from the support of the Glendale Educational Foundation, which provides schools with programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/19/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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/>.



Last updated: 1/19/2017

Professional Development

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: 1/19/2017