

Jefferson Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|-----------------------------|
| School Name | Jefferson Elementary School |
| Street | 1040 S. Vicentia Ave. |
| City, State, Zip | Corona, CA 92881 |
| Phone Number | (951) 736-3226 |
| Principal | Alejandro Vasquez |
| Email Address | alvasquez@cnusd.k12.ca.us |
| Website | www.cnusd.k12.ca.us/jees |
| County-District-School (CDS) Code | 33-67033-6031827 |

| Entity | Contact Information |
|----------------|--------------------------------------|
| District Name | Corona-Norco Unified School District |
| Phone Number | (951) 736-5000 |
| Superintendent | Michael H. Lin, Ed.D. |
| Email Address | mclin@cnusd.k12.ca.us |
| Website | www.cnusd.k12.ca.us |

School Description and Mission Statement (School Year 2019-20)

Jefferson Elementary students will be recognized as exemplary and high achieving. Students, staff, and families work together in a positive environment focused on student learning.

At Jefferson Elementary we foster meaningful relationships as the foundation to meet all students' needs. Our commitment is to integrate best practices, academic language, and technology to engage our students in learning and mastering all academic standards.

- Jefferson School currently has 722 students enrolled on a single track, traditional schedule. The staff consists of 1 Principal, 1 Assistant Principal, 26 teachers, 1 teacher on special assignment, 2 special education resource teacher, 3 special day class teachers, a part-time band teacher, a full-time speech and language pathologist, a half-time psychologist, a part-time health clerk, and a part-time nurse. Our staff also includes a school secretary, 2 full-time clerks, 2 part-time clerks, a library clerk, 2 instructional aides (2 are bilingual aides), 8 special education aides, 3 custodians, 1 community liaison, 7 lunch supervisors, one food service manager with 2 assistants, 4 temp specialists assisting with grade level interventions and Expanded Learning, and 7 Expanded Learning Instructional aides.
- The school facilities include sufficient classrooms to accommodate up to 33 students in grades K-3 as well as accommodate 34 students in grade 4-6. The campus accommodates one classroom dedicated to parent classes and Expanded Learning, a library, three computer labs, a staff lounge, a conference room, and a school cafeteria/multi-purpose room. The school also houses a Head Start program, a kinder readiness class, and a Transitional Kindergarten class.
- Jefferson's population is unique, consisting of 95.40% Hispanic, 2.40% Caucasian, and 1.10% African American, Filipino 0.38%, Asian-Vietnamese 0.10%, American Indian 0.50%, and Middle-Eastern 0.12%. Ninety-three and 2 tenths percent (93.2%) of Jefferson students participate in the free or reduced lunch program and 49.4% are English Language Learners.
- Our school day has been uniquely designed to meet the needs of our student population, which consists of 305 instructional minutes for grades first through third every day except for Wednesdays, which have been scheduled as minimum days for the purpose of collaboration among the grade level teams. Upper grades (fourth through sixth) instructional day includes 325 instructional minutes every day except for Wednesdays, with 218 instructional minutes. Kindergarten's instructional minutes add up to 220 every day and Transitional Kindergarten with 210 minutes every day.
- Jefferson Elementary School is situated on 15 acres in the central part of Corona. Jefferson's architecture represents the Spanish style. Its main building was built in 1927. It has been recognized by the Corona Historic Preservation Society as a historical site and was placed on the National Historic Site Registry in September 2017.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 117 |
| Grade 1 | 81 |
| Grade 2 | 94 |
| Grade 3 | 90 |
| Grade 4 | 104 |
| Grade 5 | 116 |
| Grade 6 | 105 |
| Total Enrollment | 707 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.6 |
| Hispanic or Latino | 96 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 1.8 |
| Socioeconomically Disadvantaged | 91.9 |
| English Learners | 54.9 |
| Students with Disabilities | 13.3 |
| Foster Youth | 0.1 |
| Homeless | 0.4 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 33 | 30.5 | 28.9 | 2210 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 101 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 3, 2019

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 3, 2019, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | 2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning | | 0 |
| Mathematics | Math-Pearson 2 Envision Math 2016 K-2, Math-Pearson EnVision Math California Common Core 2015 Grade 3-6, Math Teacher Supplemental Materials Heinemann Grade 3-5, Grade 6 Envision Math 2009 & Connected Mathematics, | | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Science | 2008 Macmillan/McGraw-Hill, California Science | | 0 |
| History-Social Science | 2006,2007 Social Studies California Reflection-Harcourt, Kinder Social Studies Our World Now and Long ago, Grade 1 Social Studies Harcourt A Childs View, Grade 2 Social Studies Harcourt People we Know, Grade 3 Social Studies Harcourt Our Communities, Grade 4 Social Studies Harcourt California: A Changing State, Grade 5 Social Studies Harcourt, The United States: Making New Nation, Grade 6 Social Science Harcourt Ancient Civilization, | | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Jefferson Elementary School's original facilities were built in 1927; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Ceiling tiles that were damaged have been replaced
- irrigation system repaired
- Exterior modular building siding repaired where needed

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Jefferson Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 4/3/2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | K3: 4. WATER STAIN CEILING TILES 11. NO SKID PAINT IS PEELING ON RAMP 12. VENT COVER IS BENT ON SIDING/ INJURY HAZARD RM 10: 4. CEILING TILE HAS HOLE RM 14: 4. WATER STAIN CEILING TILES RM 15: 4. WATER STAIN CEILING TILES RM 16: 4. WATER STAIN CEILING TILES RM 17: 4. WATER STAIN CEILING TILES RM 32: 4. WATER STAIN CEILING TILES RM 33: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON RAILING |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | K2: 7. OUTLET COVER IS LOOSE AT ENTRY RM 28: 7. OUTLET COVER IS MISSING AT ENTRY |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | K3: 4. WATER STAIN CEILING TILES 11. NO SKID PAINT IS PEELING ON RAMP 12. VENT COVER IS BENT ON SIDING/ INJURY HAZARD MPR: 11. PAINT IS PEELING ON EAVES AND BENCHES IN COVERED LUNCH AREA RM 30: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 33: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON RAILING |
| Structural: Structural Damage, Roofs | Good | K3: 4. WATER STAIN CEILING TILES 11. NO SKID PAINT IS PEELING ON RAMP 12. VENT COVER IS BENT ON SIDING/ INJURY HAZARD K4: 12. PARTITION BETWEEN ROOMS IS TORN/ BROKEN |

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 46 | 47 | 61 | 61 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 28 | 27 | 46 | 47 | 38 | 39 |

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 406 | 398 | 98.03 | 1.97 | 46.73 |
| Male | 205 | 202 | 98.54 | 1.46 | 41.09 |
| Female | 201 | 196 | 97.51 | 2.49 | 52.55 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 391 | 383 | 97.95 | 2.05 | 47.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 377 | 369 | 97.88 | 2.12 | 47.15 |
| English Learners | 252 | 244 | 96.83 | 3.17 | 36.07 |
| Students with Disabilities | 52 | 52 | 100.00 | 0.00 | 9.62 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 406 | 402 | 99.01 | 0.99 | 26.87 |
| Male | 206 | 204 | 99.03 | 0.97 | 30.88 |
| Female | 200 | 198 | 99.00 | 1.00 | 22.73 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 391 | 387 | 98.98 | 1.02 | 26.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 377 | 373 | 98.94 | 1.06 | 26.81 |
| English Learners | 252 | 248 | 98.41 | 1.59 | 20.56 |
| Students with Disabilities | 52 | 52 | 100.00 | 0.00 | 9.62 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 19.8 | 17.1 | 5.4 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, email, newsletters, the school marquee, the school website, monthly school calendars, text messages, and regular school meetings. Contact the school office at (951) 736-3226 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper

Fundraising Activities

Family Literacy Program

Field Trips

Assemblies

PTA Family Events

Committees

School Safety Committee

School Site Council

English Learner Advisory Committee

School Activities

Back to School Night

PTA Family Nights

Open House

Parent University

Parent Classes for English as a Second Language (ESL) and High School Diploma

Coffee with the Principal

ELAC Meetings

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 4.4 | 2.9 | 1.7 | 2.9 | 2.9 | 3.2 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Jefferson Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 22 | 2 | 3 | | 18 | 6 | | | 23 | 1 | 4 | |
| 1 | 31 | | 3 | | 29 | | 3 | | 26 | | 3 | |
| 2 | 25 | | 4 | | 27 | | 3 | | 29 | | 3 | |
| 3 | 23 | 1 | 4 | | 27 | | 4 | | 28 | | 3 | |
| 4 | 27 | | 4 | | 29 | | 4 | | 26 | | 4 | |
| 5 | 28 | | 3 | | 27 | | 4 | | 28 | | 4 | |
| 6 | 26 | 1 | 4 | | 23 | 1 | 3 | | 22 | 1 | 4 | |
| Other** | | | | | 11 | 1 | | | 15 | 1 | | |

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|-----------------------------|-------|
| Academic Counselors* | .0 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.0 |

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 9551.85761 | 2557.651308 | 6994.206302 | 100,372.00 |
| District | N/A | N/A | \$6,293 | \$97,905.00 |
| Percent Difference - School Site and District | N/A | N/A | 10.6 | 2.5 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -7.1 | 19.7 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$62,059 | \$48,612 |
| Mid-Range Teacher Salary | \$94,278 | \$74,676 |
| Highest Teacher Salary | \$116,021 | \$99,791 |
| Average Principal Salary (Elementary) | \$127,372 | \$125,830 |
| Average Principal Salary (Middle) | \$131,977 | \$131,167 |
| Average Principal Salary (High) | \$138,657 | \$144,822 |
| Superintendent Salary | \$374,392 | \$275,796 |
| Percent of Budget for Teacher Salaries | 41% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

All training and curriculum development activities at Jefferson Elementary School revolve around the California State Standards and student assessment data. During the 2017-18 school year, Jefferson Elementary School held staff development training devoted to:

- Assessments and Interventions
- AVID
- Common Core State Standards
- Sheltered Instruction Observation Protocol (SIOP)
- Academic Sentence Frames Training
- Math Training
- Benchmark Training
- PBIS
- iReady Intervention Program
- Capturing Kids' Hearts

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Jefferson Elementary School supports ongoing professional growth throughout the year during the first Wednesday Professional Collaboration Time (PCT) of the month. Teachers meet in full day grade level team meetings to plan assessment and instruction once a trimester. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18 school year, Jefferson Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Jefferson Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers and Temporary Specialist are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.