



PUSD

Pasadena Unified School District

351 South Hudson Avenue
Pasadena, California 91101

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www.pusd.us

DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

SUPERINTENDENT

Brian McDonald, Ed.D.

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BOARD OF EDUCATION

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Jefferson Elementary School



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Phone: (626) 396-5710

CDS Code: 19-64881-6021638

Amin Oria, Principal

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2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Principal's Message

Jefferson Elementary School is a community school full of learning opportunities. Our school encompasses grades pre-kindergarten through fifth, includes an adult learning center, early education extended learning program, school library, extensive choral and instrumental music program, and computer lab. As a Program Improvement School we have developed a Single Plan for Student Achievement to focus on meeting and exceeding the State expectations in English/Language Arts, Science, and Mathematics. The staff at Jefferson is committed to providing the best education for each individual student by differentiating instruction based on student needs. We have begun to implement a rigorous English Language Development Program which includes daily targeted instruction for students. Our expectation is that all students will become life-long learners, thinking, literate, productive, responsible, ethical, and able to compete in and contribute to a diverse society.

Furthermore, the use of Designed Based Learning allows students to apply what they have learned through a variety of projects and activities. We are also increasing the level of rigor, making sure teachers are teaching standards-based lessons with high levels of student engagement. When you visit, you are sure to see evidence throughout the school!

"Jefferson Students Are Wise And Smart!"

School Vision & Mission

Our Jefferson School community is committed to the vision that all students will meet high academic and behavior standards. Our standards-based program has clear expectations for all students. It specifies skills which all students are expected to master at each grade level. Standards are the driving force behind our instructional programs and our assessments. We also believe that learning is a process by which social interaction is shaped in the classroom. Quality instruction is provided through an integrated curriculum. Our expectation is that all students will become lifelong learners, thinking, literate, productive, responsible, ethical, and able to compete in and contribute to a diverse society.

Community & School Profile (School Year 2015-16)

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game. Jefferson Elementary School is one of 28 schools in the Pasadena Unified School District.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, 401 students were enrolled in grades kindergarten through five. The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	101	89	83
1st	75	79	67
2nd	79	70	62
3rd	62	80	66
4th	81	66	68
5th	73	84	55

Enrollment by Student Group 2014-15	
	Percentage
Black or African American	6.2%
Asian	1.0%
Filipino	1.7%
Hispanic or Latino	86.0%
White	3.7%
Two or More Races	1.2%
English Learners	48.4%
Socioeconomically Disadvantaged	94.5%
Students with Disabilities	0.5%
Foster Youth	0.7%

School Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			District 15-16
	School			
	13-14	14-15	15-16	
Fully Credentialed	19	20	16	615
Without Full Credentials	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	88.8%	11.2%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	100.0%	0.0%

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

School Facilities (School Year 2015-16)

Jefferson Elementary was built in several phases. Phase one was built in 1919, phase two (which no longer exists) was built in 1926, and phase three was built in the 1960s. In 2002, construction was completed on a new building, providing 20 additional classrooms for students and staff. The administration office and the kindergarten and preschool areas have also been remodeled within the past six years.

Jefferson Elementary School is currently comprised of 32 classrooms, a library, one computer lab, a staff lounge, a cafeteria, an auditorium, and two playgrounds. Jefferson will be remodeled again as part of the Measure TT Bond. Work will be completed in the Kindergarten and Pre-K classrooms and play areas. In addition, improvements will be made to the playground, U Building classroom ceilings, front office security, staff lounge, resource room, A Building student restrooms, and parent resource room. The chart displays the results of the most recent school facilities inspection. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 11/23/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Cafeteria Office- Minor floor damage. Principal's Conference Room- Small crack in plaster above door. Auditorium- Broken seat front row. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Room 11- Signs of termite damage. (Work order submitted.)
Electrical	X			Room 27- Electrical outlet loose on South wall. (Work order submitted.)
Restrooms/Fountains		X		Boys' restroom by Room 7- Broken toilet paper roll dispenser. (Work order submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Exterior Wall of Cafeteria- Concrete damage on wall. Room 38- Damage plywood on handicap ramp. Room 19- Small roof leak. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

Jefferson Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with four custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Jefferson Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Textbooks & Instructional Materials (School Year 2015-16)

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-5	Reading/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	Science	Houghton Mifflin/ Harcourt	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); 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 (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	19	36	44
Mathematics (Grades 3-8 and 11)	19	28	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through five.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts						Mathematics			
				Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	66	66	100	44	42	14	0	66	100	41	32	23	3
Male	66	30	45.5	37	50	13	0	30	45.5	40	30	23	3
Female	66	36	54.5	50	36	14	0	36	54.5	42	33	22	3
Black or African American	66	1	1.5	--	--	--	--	1	1.5	--	--	--	--
Asian	66	1	1.5	--	--	--	--	1	1.5	--	--	--	--
Hispanic or Latino	66	61	92.4	44	41	15	0	61	92.4	41	30	25	3
White	66	3	4.5	--	--	--	--	3	4.5	--	--	--	--
Socioeconomically Disadvantaged	66	64	97	42	44	14	0	64	97	41	31	23	3
English Learners	66	35	53	49	46	6	0	35	53	51	34	14	0
Students with Disabilities	66	7	10.6	--	--	--	--	7	10.6	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts						Mathematics			
				Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	69	67	97.1	58	28	10	3	67	97.1	45	40	12	3
Male	69	32	46.4	66	25	9	0	32	46.4	47	41	13	0
Female	69	35	50.7	51	31	11	6	35	50.7	43	40	11	6
Black or African American	69	2	2.9	--	--	--	--	1	1.4	--	--	--	--
Asian	69	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Filipino	69	0	0	--	--	--	--	0	0	--	--	--	--
Hispanic or Latino	69	58	84.1	57	29	10	3	58	84.1	43	43	10	3
White	69	3	4.3	--	--	--	--	4	5.8	--	--	--	--
Two or More Races	69	3	4.3	--	--	--	--	3	4.3	--	--	--	--
Socioeconomically Disadvantaged	69	63	91.3	59	29	11	2	63	91.3	46	40	13	2
English Learners	69	19	27.5	84	16	0	0	20	29	75	25	0	0
Students with Disabilities	69	5	7.2	--	--	--	--	5	7.2	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	54	54	100	37	30	22	11	54	100	69	17	9	6
Male	54	28	51.9	39	29	21	11	28	51.9	68	14	11	7
Female	54	26	48.1	35	31	23	12	26	48.1	69	19	8	4
Black or African American	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
Hispanic or Latino	54	51	94.4	39	27	24	10	51	94.4	69	18	8	6
White	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
Two or More Races	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
Socioeconomically Disadvantaged	54	52	96.3	38	31	21	10	52	96.3	69	17	8	6
English Learners	54	15	27.8	93	7	0	0	15	27.8	100	0	0	0
Students with Disabilities	54	7	13	--	--	--	--	7	13	--	--	--	--

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	32	37	40	50	52	49	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	49
School	40
Hispanic or Latino	36
Males	40
Females	41
Socioeconomically Disadvantaged	38
English Learners	9

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Jefferson Elementary School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	38.9%	27.8%	20.4%

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the education program at Jefferson Elementary School. Family Nights are planned in math, science, and reading to bring families together with teachers for an evening of educational activities. Parents are encouraged to participate on the PTA, ELAC, and SSC to review programs and the progress of the school. Jefferson Elementary School offers English as a Second Language (ESL) classes for adults in the evenings twice weekly.

Villa Gardens Retirement Home, Pasadena Conservatory of Music, Cal Tech Public Events, Pasadena Business and Professional Women's Organization, Kaiser Permanente Pharmacy, Polytechnic School, Pasadena Masonic Lodge, and The Horace Mann Companies have all adopted Jefferson Elementary School. They support the school through the Rolling Readers Program, tutoring, and by providing resources which enhance the school's program.

Contact Information

Parents who wish to participate in Jefferson Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5710, or visit the district's website at www.pusd.us.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Jefferson Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Jefferson Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by Jefferson Elementary School. Parents and students are informed of discipline policies at the beginning of each school year through grade level assemblies, classroom orientation, weekly morning assemblies, weekly bulletins, and the student handbook.

Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.9%	0.8%	1.4%	0.0%	0.0%	0.0%
District	6.8%	6.4%	4.9%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- GATE (Gifted & Talented Education)
- LEARNS Program
- Math Field Day
- Pasadena Conservatory of Music
- Pasadena Parks & Recreation Program

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Jefferson Elementary School. Students are supervised before school by a playground aide. The Guidance Counselor and four playground aides are on duty during recess and lunch. There is a designated area for student drop-off and pick-up in front of the school. All visitors must sign in at the main office and wear a visitor's badge while on campus.

The School Site Safety Plan is revised annually in the spring by the Safety Committee; revisions are shared immediately with all members of the staff. The plan was most recently updated and reviewed with school staff in October 2015. The key elements of the Safety Plan focus on supervision, secure campus, and ingress and egress of pupils in the morning and afternoon. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

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 (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No	Yes	Yes
Participation Rate	Yes	Yes	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2008-2009	2011-2012
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	90.9%

School Leadership

Leadership at Jefferson Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Amin Oria oversees primary leadership duties at the school.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- English Language Advisory Council (ELAC)
- Gifted and Talented Education
- Grade Level Data Teams
- Instructional Leadership Team
- Parent Teacher Association (PTA)
- Safety Committee
- SART (School Attendance Review Team)
- School Site Council (SSC)
- Student Study Teams
- Student Support Team

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered two staff development days.

During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
K	25	22	28	-	1	-	4	3	3	-	-	-
1	25	25	22	-	-	-	3	3	3	-	-	-
2	27	24	21	-	-	-	3	3	2	-	-	-
3	31	31	22	-	-	-	2	1	3	-	-	-
4	33	31	34	-	-	-	1	2	-	1	-	2
5	30	36	28	-	-	-	3	-	2	-	3	-

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Jefferson Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Five counselors and two psychologists are devoted to helping students deal with problems and assisting them to reach positive goals.

The school does not have an academic counselor. The chart displays a list of support services that are offered to students at the school. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Aide	1	1.0
Curriculum Coach	1	0.5
English Language Development (ELD) Teacher	1	0.5
Guidance/Academic Counselor	1	1.0
Librarian	1	1.0
Nurse	1	0.4
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language Specialist	1	1.0

The school's English Language Development (ELD) program assists students who are English Learners (EL). Instruction is delivered in both English and Spanish, and the Structured English Immersion (SEI) program, which mainstreams non-English speakers into regular classes. The program is conducted by one ELD teacher who has received extensive training in Specially Designed Academic Instruction Delivered in English (SDAIE) strategies.

Jefferson Elementary provides a comprehensive special education program to students based on Individual Education Plans (IEP). The school provides two self-contained Moderate to Severe Handicap Classes; Special Day Classes are offered in all the core subject areas of Math, Science, Language Arts, and History. There are also classes specifically catered to students with severe emotional and physical handicaps. The Resource Specialist Program (RSP) is designed to help students who are struggling academically, particularly in the areas of English/Language Arts and Math.

Academic recovery interventions and peer tutoring have been implemented to assist at-risk students. Jefferson Elementary provides additional assistance for students after school, which is conducted by credentialed teachers. Upward Bound is an additional program on campus that familiarizes students with the UC/CSU systems, arrange campus tours, and assist students with college applications.

Gifted and Talented Education (GATE) students are clustered into the same classrooms, where they receive enhancement activities along with regular classroom work. GATE students are identified based on test scores and teacher recommendations.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries located in Los Angeles County, which contain numerous computer workstations.

Expenditures & Services Funded (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,081
From Supplemental/Restricted Sources	\$900
From Basic/Unrestricted Sources	\$5,181
District	
From Basic/Unrestricted Sources	\$4,991
Percentage of Variation between School & District	3.8%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-3.1%

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$76,066
District	\$70,542
Percentage of Variation	7.8%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	6.3%

Teacher & Administrative Salaries (School Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$41,415	\$43,062
Mid-Range Teachers	\$60,566	\$67,927
Highest Teachers	\$85,450	\$87,811
Elementary School Principals	\$108,937	\$110,136
Middle School Principals	\$109,039	\$115,946
High School Principals	\$115,962	\$124,865
Superintendent	\$247,200	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	39.0%
Administrative Salaries	6.0%	5.0%

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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).