600 Harkness Lane, Redondo Beach, CA 90278
2010-11 School Accountability Report Card ~ Published in 2011-12

Redondo Beach Unified School District

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RBUSD Mission Statement
We, in the Redondo Beach Unified School District community, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

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School Description and Mission Statement

School Description

Jefferson Elementary School is located in Redondo Beach and services students from kindergarten through the fifth grade. One of eight elementary schools in Redondo Beach, Jefferson provides a comprehensive student-centered environment. The school community collaborates to ensure a positive and productive learning atmosphere for all students. We believe in opening the doors to college early in a child's education and therefore work with our students on goal-setting skills, project-based learning, and exposure to higher education in order to prepare them for the next steps in their educational career. Curriculum is enhanced through thinking and project-based skills and strategies, with a focus on Science, Technology, Engineering, and Mathematics (STEM) activities and learning. Students are required to demonstrate knowledge and understanding through a variety of academic activities and projects. These activities involve higher order thinking skills and encouraged students to explain and expand, illustrate, and apply their learning on an on-going basis. Student support services include, but are not limited to: a school counselor, part-time nurse and school psychologist, part-time English Language Development instructional assistant and Lead Teacher, Lead Technology Teacher, and Lead GATE teacher, as well as full-time health clerk, librarian, speech therapist, and two Learning Center teachers.

Jefferson's focus is on educating the whole child. Students are provided with skills necessary to reach the standards and beyond for academic success in addition to citizenship and leadership skills. These are all key pieces to the Jefferson educational program. Students are provided with enriching opportunities to contribute to the school organization through Student Conflict Resolution Teams, 5th Grade Happy Helpers, Upper-to-Primary-Reading Buddies, Cross-Age Peer Tutors, Occupational Handicap and Deaf and Hard of Hearing student program helpers, Green Student Ambassadors, and through our Safe School Ambassador program. Jefferson students and staff participate in the above programming to promote positive character building, conflict resolution strategies and improve relationships within and throughout the school community. Jefferson Elementary offers a modernized combined school library and a computer lab, the Cybrary, with individual student work stations and a variety of genre and texts to check out. In partnerships with the Beach Cities Health District, students are provided co-curricular instructional programs such as MindUp, Moving Children, and LiveWell Kids. Choral, instrumental music and theater arts programs are offered from 1st – 5th grade. In addition to curricular programs offered during the school day, Jefferson partners with local companies and business to offer a variety of after school academic, second language, visual and performing arts, and sports based after-school enrichment programs. We welcome you to come visit our inspiring Jefferson community!

Mission Statement

Students attending Jefferson School will receive a high quality standards-based education. Student achievement will be accomplished with the help of teachers, instructional assistants, administration, parents, and technology. Their instruction will be goal oriented with open communication to encourage risk taking. Working together will ensure that all students receive thinking, meaning-centered curriculum and a safe and functional environment which is supportive.

Opportunities for Parental Involvement

A significant component to Jefferson's success is contributed to a devoted relationship with our parents and the outlying supportive community. Joint decision making is accomplished among staff and parents through the School Site Council and PTA Board as well as through a variety of volunteer leadership opportunities available to parents in the following ways:

PTA Board and/or PTA Committee Members:

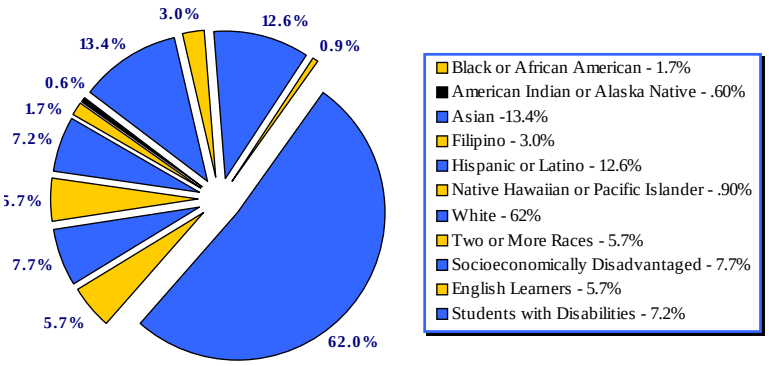
- Reflections Art Program
- Assembly Coordinator
- Fundraising Committees
- Red Ribbon Week Chair and Co-Chairs
- Communication Liaison
- Green Committee
- Family Math Night Committee
- Running Club Chair(s)
- Hospitality and Staff
- Dining with the Dolphin Committee
- Volunteer Coordinator
- Talent Show Committee
- Family Reading Night Committee
- Read-a-Thon Coordinators
- Jog-a-Thon coordinators
- Family Movie Night Event
- Mother/Son and Father/Daughter Events Coordinator, Chairs and Volunteers
- Book Fair coordinators

- School Site Council Member
- Beautification Committee
- Green Committee
- Nutrition & Gardening Docent
- Hands on Art Docent
- Red Ribbon Week Committee
- Safe School Ambassador Program Volunteer
- Yearbook Committee
- Room Parent Representative and/or Classroom Volunteer
- Jump Rope For Hear Chair and Committee member
- Modernization Organization Volunteers
- Earth Week Chair and Committee

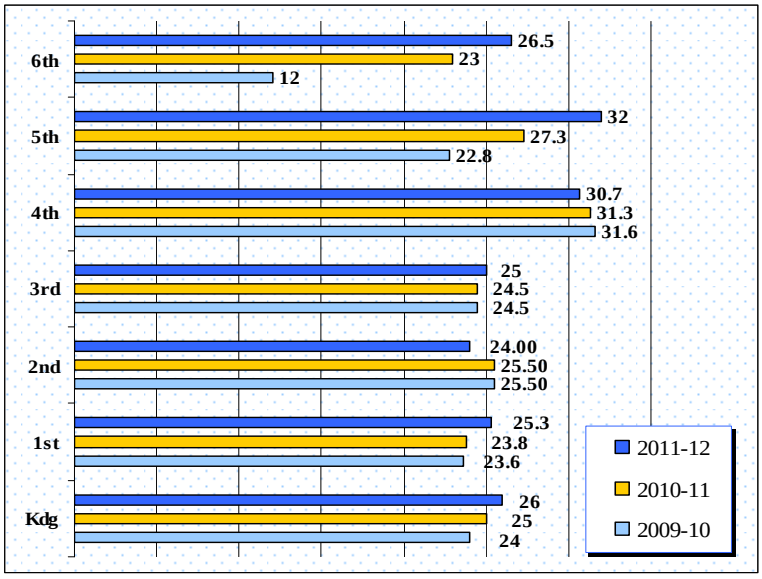
Student Enrollment by Grade Level (2011-12)

Kdg	1st	2nd	3rd	4th	5th	6th	Total
104	101	119	101	92	96	53	666

Student Enrollment by Subgroup (2011-12)



Average Class Size



Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2009-10	K		4	
	1		5	
	2		4	
	3		4	
	4		2	1
	5		3	
	6		.5	
2010-11	K		4	
	1		5	
	2		4	
	3		4	
	4		2	1
	5		3	
	6		1	
2011-12	K		4	
	1		4	
	2		5	
	3		4	
	4		3	
	5		2	1
	6		2	

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	**.45**	**0.0**	**0.0**	**3.07**	**4.12**	**2.7**
Expulsions	**0.0**	**0.0**	**0.0**	**0.05**	**0.11**	**.08**

School Safety Plan

School safety is a top priority at Jefferson. The school has developed a comprehensive school safety plan that encompasses all aspects of school safety and incorporates a three-tired level of response. All staff is assigned emergency positions and roles in the event of an actual emergency or disaster. Each staff member has a copy of the plan and practices response to the plan on a regular basis during the school year. In the Fall two full disaster drills (simulated earthquake) are held where all staff members and students participate in the evacuation process, in addition to role playing emergency scenarios. Staff and students also practice lock-down drills each trimester (3x a yr), and fire drills on a monthly basis. Along with each RBUSD site and the district office, Jefferson updates of Emergency Plans annually to align with the State Emergency Management System (SEMS). The plan links communication, resources, services and facilities in an up-to-date plan. A copy of the plan is available for viewing in the school office.

School Facility Conditions and Planned Improvements

Measure C recently concluded at Jefferson, modernizing the campus with the rebuilding and modernization of new school Student Services office building, a remodeled Cybrary, placement of new support buildings for a science lab and art room, a modernized cafeteria entrance with new student restrooms, new energy efficient classroom windows, sills, and blinds, additional bungalow modules which include an Art Room and Science Lab, drought resistant landscaping and outside seating, wrought iron fencing encompassing the perimeter of campus, wrought iron gates, and increased availability of community access facilities and further enhancements to fire, public address and alarm systems.

School Facility Good Repair Status (School Year 2012–13)

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

TEACHERS

Teacher Credentials

This table displays the number of teachers with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	**29**	**25**	**27**	**380**
Without Full Credential	**0**	**0**	**0**	**0**
Teaching Outside Subject Area of Competence	**0**	**0**	**0**	**0**

Support Staff

The following is support staff and their fulltime equivalent. The average number of students per Academic Counselor is 666.

Academic Counselor	**1**
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/ Hearing Specialist	
Resource Specialist	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	**0**	**0**	**0**
Total Teacher Misassignments	**0**	**0**	**0**
Vacant Teacher Positions	**0**	**0**	**0**

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	**100%**	**0%**
All Schools in District	**100%**	**0%**
High-Poverty Schools in District	**100%**	**0%**
Low-Poverty Schools in District	**100%**	**0%**

Professional Development

Jefferson's professional development plan is developed through goal setting and an analysis of CST, District Benchmarks results, classroom observation and grades, SPSA goals, RBUSD goals for improving student achievement, and teacher desired need. Our plan focuses on the implementation and measurement of the California standards, adopted curriculum, research-based instructional methods, and assessment and accountability. Jefferson student performance data, district-wide goals, and teacher request provide the basis for identification of staff professional development. Teachers have received training in the implementation of Thinking Maps, Direct Interactive Instruction (DII), Formative Assessment, Response-to-Intervention (RTI), Guided Reading strategies, and district-wide grade level articulation in ELA and mathematics to support instruction, and in the use of Edusoft and Easy Grade Pro to monitor student achievement and adherence to the curriculum. Currently Jefferson teachers are receiving training on the Common Core Standards and transition into the Common Core.

New teachers are provided additional support and mentoring through the Beginning Teacher Support and Assessment (BTSA) program. Mentor teachers provide guidance for the new teacher in the identification and achievement of professional development goals that mirror our site's focus on student achievement in addition to building content and instructional knowledge to support professional development.

On-site training, district workshops, educator conferences, RBUSD new teacher orientation, BTSA, educational readings and research, curricular adoptions, and regularly scheduled minimum days are all examples of opportunities provided to ensure research-based professional development.

The Beach Cities Health District, a Redondo community-based health and wellness agency, funds the District-wide Moving Children, LiveWell Kids programs and assists in providing staff professional development. In addition to promoting healthy eating and nutrition through individual classroom Nutrition Docents and lesson plans, a part-time credentialed PE teacher also models standards-based physical education lessons for teachers to implement with students. Other district sponsored training for all teachers includes in-service to maximize use of newly adopted textbooks and/or programs.

CURRICULUM AND INSTRUCTIONAL MATERIALS

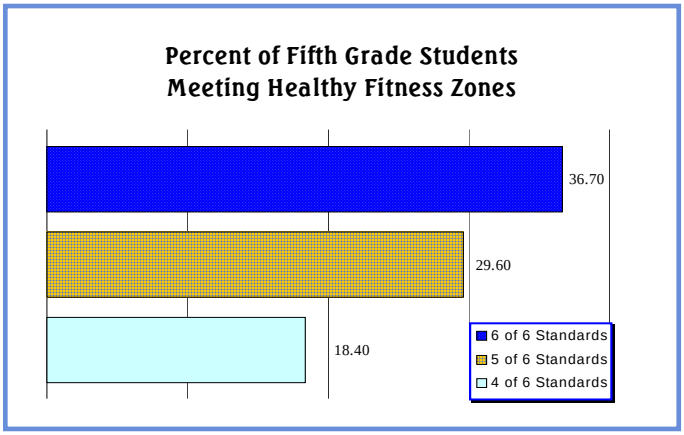
Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on October 2, 2012.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks& Instructional Materials
Reading/Language Arts	**K-5 Houghton Mifflin Reading**	**0%**
Mathematics	**K-5 Houghton Mifflin Math**	**0%**
Science	**K-5 Houghton Mifflin Science**	**0%**
History-Social Science	**K-5 Harcourt Social Studies**	**0%**

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Website Physical Fitness Testing (PFT) .



STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists at several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). ***Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.***

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	87	87	87	72	74	78	52	54	56
Mathematics	91	91	88	64	67	69	48	50	51
Science	89	89	84	79	82	84	54	57	60
History-Social Science	0	0	0	68	70	72	44	48	49

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. ***Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.***

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	84	72
All Students at the School	87	88	84	
Male	83	87	84	
Female	90	88	84	
Black or African American	91	82		
American Indian or Alaska Native				
Asian	92	90	87	
Filipino	88	94		
Hispanic or Latino	86	82		
Native Hawaiian or Pacific Islander				
White	87	89	84	
Two or More Races	75	81		
Socioeconomically Disadvantaged	74	47		
English Learners	56	63		
Students with Disabilities	65	65		
Students Receiving Migrant Education Services				

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

API Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	10	10	10
Similar Schools	9	10	7

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2009-10	2010-11	2011-12
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/D" means that no data were available to the CDE or LEA to report.	**All Students at the School**	**11**	**-4**	**-2**
	Black or African American			
	American Indian or Alaska Native			
	Asian	**-3**	**-10**	**16**
	Filipino			
	Hispanic or Latino			
	Native Hawaiian or Pacific Islander			
	White	**7**	**-4**	**-1**
	Two or More Races			
	Socioeconomically Disadvantaged			
	English Learners			
	Students with Disabilities			

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	**456**	**941**	**6,285**	**891**	**4,664,264**	**788**
Black or African American	**10**		**434**	**833**	**313,201**	**710**
American Indian or Alaska Native	**2**		**38**	**833**	**31,606**	**742**
Asian	**71**	**972**	**760**	**944**	**404,670**	**905**
Filipino	**16**	**943**	**172**	**918**	**124,824**	**869**
Hispanic or Latino	**64**	**915**	**1,443**	**835**	**2,425,230**	**740**
Native Hawaiian or Pacific Islander	**6**		**67**	**892**	**26,563**	**775**
White	**271**	**941**	**3,201**	**910**	**1,221,860**	**853**
Two or More Races	**16**	**920**	**167**	**911**	**88,428**	**849**
Socioeconomically Disadvantaged	**33**	**831**	**1,297**	**825**	**2,779,680**	**737**
English Learners	**24**	**865**	**568**	**797**	**1,530,297**	**716**
Students with Disabilities	**44**	**822**	**802**	**743**	**530,935**	**607**

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP can be found on the CDE Adequate Yearly Progress (AYP) Web page.

AYP Overall and by Criteria	School	District
Made AYP Overall	**Yes**	**No**
Met Participation Rate - English-Language Arts	**Yes**	**Yes**
Met Participation Rate - Mathematics	**Yes**	**Yes**
Met Percent Proficient - English-Language Arts	**Yes**	**No**
Met Percent Proficient - Mathematics	**Yes**	**No**
Met API Criteria	**Yes**	**Yes**
Met Graduation Rate	**N/A**	**No**

"Yes" Met 2011 AYP Criteria "No" Did not Meet 2011 AYP Criteria

Federal Intervention Program (2012-13)

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 (API or 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. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		**Not In PI**
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		**2**
Percent of Schools Currently in Program Improvement		**15.4%**

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	**7957.56**	**2682.27**	**5275.30**	**67298.47**
District			**5362.62**	**71,246**
Percent Difference School Site and District			**-1.6%**	**-5.5%**
State			**5,455**	**66,336**
Percent Difference School Site and State			**-3.3%**	**1.5%**

Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	**$47,290**	**$40,656**
Mid-Range Teacher Salary	**$70,589**	**$64,181**
Highest Teacher Salary	**$84,914**	**$82,486**
Average Principal Salary (Elementary)	**$104,765**	**$102,165**
Average Principal Salary (Middle)	**$108,964**	**$108,480**
Average Principal Salary (High)	**$113,308**	**$117,845**
Superintendent Salary	**$230,440**	**$181,081**
Percent of Budget for Teacher Salaries	**42.00%**	**40.00%**
Percent of Budget for Administrative Salaries	**5.00%**	**6.00%**

Types of Services Funded (Fiscal Year 2011-12)

Jefferson receives categorical funds for School Improvement in addition to EIA (Economic Impact Aid/Limited English Proficient). EIA funds are used to support English Language Learners and for providing support to all students' learning. The majority of the total district budget is spent in the classroom on instruction, books, supplies and equipment. Approximately 20% of the budget is allocated to the school for support services such as the school nurse, food services, the library, guidance services, custodians and administrators. The remaining percentage covers district services such as business (including utilities), instructional support and personnel.

DataQuest is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.