

Torrance Unified School District Jefferson Middle School

Grades 6 through 8
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2014-15 School Accountability Report Card *Published January 2016*

Principal's Message

Jefferson Middle School is a comprehensive, 3-year middle school located in the city of Torrance. Over the past eight years, Jefferson has seen significant, sustained, and continuous improvement in student achievement. Jefferson was named 2010 California Distinguished School, and 2014-2015 California Gold Ribbon School. Jefferson has been highlighted and sought after as a model Professional Learning Community. Jefferson shares the abiding belief that all students will learn at their maximum potential. This belief takes our emphasis beyond grade level proficiency to encompass mastery and then advancement of rigorous curriculum for all students. In order to ensure all Jefferson students achieve at this level, we have created a Response to Intervention through a tiered system of interventions. This tiered system consists of a variety of intensive intervention supports for students on three levels that become more targeted, intensive, and focused as students' needs increase. Level one of the pyramid is our core program consisting entirely of general education classes that meet - exceed state standards. Teachers identify essential standards and then differentiate, scaffold, accelerate, expand and compact instruction, using a variety of research-based methods and strategies to ensure the learning needs of all students are met. Our 'Jaguars Get R.E.A.L.' program supports the individual social development of all students. R.E.A.L. stands for Respect, Explore, Achieve and Lead—the traits we teach and expect from all students. Students set quarterly, "R.E.A.L." goals for academic achievement, extra-curricular involvement, exploration, leadership and service.

Our staff prepares our students for the future, to be college and career ready. As educators we have an obligation to prepare our students today for the jobs and careers of their tomorrow. Jefferson has signature practices in place to ensure student success in California's CCSS while using technology as the platform to enhance student learning. Teachers implement unit design practices of product, purpose, perspectives, and process which incorporate the five processes of critical reading, modeling, talk, inquiry and syntheses. Together with the full implementation of CCSS and setting whole school cross-curricular SMART goals, Jefferson has effectively increased the curricular rigor and supported students in researched best-practices to reach academic success. The entire community of learners at Jefferson is committed to ensuring that our students have access to the most effective, enriching and engaging instruction. Jefferson has implemented weekly tutorials to continue refining, extending and re-teaching essential standards with the support of common formative assessments to place students in proper grouping for maximum tutorial support. It is evident specific knowledge learned in each content area must be appropriately intertwined and requires the planning of interdisciplinary project-based learning. Hence Jefferson's school-wide, interdisciplinary SMART goals. Having students apply learning from one specific content area to another to solve real-world problems is a targeted area of growth along with refining our Response to Intervention practices. To continue to develop as life-long learners and effective practitioners, Jefferson will continue providing staff development on Common Core Standards, New Generation Science Standards, CMAST philosophy and practices, and continue the development and refining of project-based, interdisciplinary opportunities for our students. Jefferson is committed to the continued fostering of collaborative and innovative teaching practices with scheduled weekly Professional Learning Community collaboration, release days for staff development and both vertical and interdisciplinary planning and articulation.

Mission Statement

"Jefferson Middle school has high expectations for all students, staff, and the contributing community. As a community, we are dedicated to guiding students to achieve positive moral character and reach their maximum academic potential. We are committed to a comprehensive system of support to assure this outcome."

School Profile

Jefferson Middle School is located in the western region of Torrance and serves students in grades six through eight following a traditional calendar. At the beginning of the 2014-15 school year, 585 students were enrolled, including 10.4% in special education, 9.7% qualifying for English Language Learner support, and 28.5% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	3.90%	Grade 6	201
Amer. Indian or Alaskan Native	0.30%	Grade 7	190
Asian	28.40%	Grade 8	194
Filipino	3.60%	Ungraded	0
Hisp. or Latino	23.40%		
Pacific Islander	0.20%		
Caucasian	30.40%		
Multi-Racial	7.40%		
Students with Disabilities	10.40%		
Economically Disadvantaged	28.50%		
English Learners	9.70%		
Foster Youth	0.20%		
Total Enrollment			585

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Student Achievement

Physical Fitness

In the spring of each year, Jefferson Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	18	22.8	45.5

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	JMS	TUSD	California
Overall Results	Yes	No	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Jefferson Middle School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	JMS	TUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2011-2012
Year in PI	N/A	Year 3
No. of Schools Currently in PI	9	
% of Schools Currently in PI	29.0%	

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Jefferson Middle School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	69	81	78	76	78	74	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	74
All Students (School)	78
Male	83
Female	71
African-Amer.	63
Amer. Indian or Alaskan Native	--
Asian	92
Filipino	--
Hisp. or Latino	54
Pacific Islander	--
Caucasian	80
Multi-Racial	--
English Learners	46
Economically Disadvantaged	50
Migrant Educ.	--
Students with Disabilities	66
Foster Youth	--

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Jefferson Middle School	District	California
English-Language Arts/Literacy	62	62	44
Mathematics	50	54	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	206	201	97.6	12	25	44	18
Male	206	102	49.5	14	31	39	15
Female	206	99	48.1	10	18	48	22
African-Amer.	206	6	2.9	--	--	--	--
Asian	206	52	25.2	4	21	42	33
Filipino	206	6	2.9	--	--	--	--
Hisp. or Latino	206	49	23.8	18	37	33	10
Caucasian	206	63	30.6	10	19	54	16
Multi-Racial	206	22	10.7	14	32	36	18
English Learners	206	22	10.7	45	36	9	5
Economically Disadvantaged	206	54	26.2	15	30	44	9
Students with Disabilities	206	16	7.8	38	25	31	6
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	206	202	98.1	14	28	27	29
Male	206	103	50.0	14	31	25	29
Female	206	99	48.1	15	25	28	29
African-Amer.	206	6	2.9	--	--	--	--
Asian	206	52	25.2	2	25	25	44
Filipino	206	6	2.9	--	--	--	--
Hisp. or Latino	206	49	23.8	29	41	18	12
Caucasian	206	64	31.1	11	19	33	36
Multi-Racial	206	22	10.7	18	27	32	23
English Learners	206	22	10.7	36	45	9	5
Economically Disadvantaged	206	54	26.2	24	37	24	15
Students with Disabilities	206	16	7.8	31	31	19	19
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	191	187	97.9	14	21	45	19
Male	191	94	49.2	18	23	41	16
Female	191	93	48.7	10	19	48	23
African-Amer.	191	6	3.1	--	--	--	--
Amer. Indian or Alaskan Native	191	1	0.5	--	--	--	--
Asian	191	59	30.9	8	17	44	29
Filipino	191	8	4.2	--	--	--	--
Hisp. or Latino	191	44	23.0	18	25	48	9
Pacific Islander	191	1	0.5	--	--	--	--
Caucasian	191	50	26.2	20	20	38	22
Multi-Racial	191	13	6.8	0	23	69	8
English Learners	191	18	9.4	39	39	22	0
Economically Disadvantaged	191	45	23.6	24	36	33	7
Students with Disabilities	191	29	15.2	34	21	41	3
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	191	189	99.0	23	24	21	30
Male	191	96	50.3	22	24	20	31
Female	191	93	48.7	25	24	23	28
African-Amer.	191	6	3.1	--	--	--	--
Amer. Indian or Alaskan Native	191	1	0.5	--	--	--	--
Asian	191	61	31.9	11	18	16	49
Filipino	191	8	4.2	--	--	--	--
Hisp. or Latino	191	44	23.0	36	34	18	9
Pacific Islander	191	1	0.5	--	--	--	--
Caucasian	191	50	26.2	26	14	28	32
Multi-Racial	191	13	6.8	0	46	23	31
English Learners	191	18	9.4	56	28	11	6
Economically Disadvantaged	191	46	24.1	48	26	11	15
Students with Disabilities	191	29	15.2	48	24	14	10
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	201	200	99.5	13	26	41	20
Male	201	107	53.2	12	28	38	21
Female	201	93	46.3	13	24	44	18
African-Amer.	201	12	6.0	25	33	42	0
Amer. Indian or Alaskan Native	201	1	0.5	--	--	--	--
Asian	201	54	26.9	7	17	57	19
Filipino	201	7	3.5	--	--	--	--
Hisp. or Latino	201	44	21.9	25	27	32	16
Caucasian	201	66	32.8	5	35	33	26
Multi-Racial	201	10	5.0	--	--	--	--
English Learners	201	16	8.0	63	19	19	0
Economically Disadvantaged	201	63	31.3	25	25	38	10
Students with Disabilities	201	17	8.5	47	41	6	6
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	201	199	99.0	26	28	21	23
Male	201	107	53.2	21	30	21	26
Female	201	92	45.8	33	25	20	20
African-Amer.	201	11	5.5	55	18	18	9
Amer. Indian or Alaskan Native	201	1	0.5	--	--	--	--
Asian	201	54	26.9	7	22	33	35
Filipino	201	7	3.5	--	--	--	--
Hisp. or Latino	201	44	21.9	48	30	16	7
Caucasian	201	66	32.8	24	27	20	24
Multi-Racial	201	10	5.0	--	--	--	--
English Learners	201	16	8.0	63	13	13	13
Economically Disadvantaged	201	62	30.8	40	24	18	16
Students with Disabilities	201	17	8.5	59	24	6	6
Foster Youth	--	--	--	--	--	--	--

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.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

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 email, weekly e-newsletter, text messages, Facebook, Twitter, the the school marquee, and the school website. Contact the school office at (310) 533-4794 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Adventures in Art
California Junior Scholarship Federation
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Noon Supervision Docent

Committees

Beautification Committee
English Learner Multicultural Advisory Committee (ELMAC)
GATE Advisory Council
Multicultural Advisory Committee
Parent Teacher Student Association
School Site Council
Torrance Education Foundation

School Activities

8th Grade Aloha Picnic
8th Grade Award Showcase
8th Grade Promotion Night
Back to School Night
Career Day
College & Career Night
College Week
Family Math Night
Multicultural Day
Open House
Parent Education Nights
Semester Award Assemblies
Incoming 6th Grade Parent and Student Articulation Night and Welcome Event

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Jefferson Middle School's original facilities were built in 1957; 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. Jefferson Middle School is currently under modernization; projects include:

- Classroom renovation
- Addition of a new quad
- Addition of lockers
- Addition of a gymnasium
- Addition of a new security entrance
- Addition of new fencing around campus
- Restroom updates
- Roofing updates
- Lighting updates
- Parking lot updates

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 one evening custodian are assigned to Jefferson Middle School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General maintenance
- Restroom cleaning
- Trash removal
- Event setup/cleanup

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

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

Campus Description	
Year Built	1957
Acreage	8.71
Square Footage	37159
	Quantity
Permanent Classrooms	23
Portable Classrooms	0
Restrooms (sets)	4
Band Room	1
Cafeteria	1
Computer Lab	1
Music Room	1
Science Lab	1
Staff Lounge/Work Room	1

Deferred Maintenance

Torrance Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Torrance Unified School District allocated \$1,700 of deferred maintenance funds for electrical projects at Jefferson Middle School.

Facilities Inspection

The district's maintenance department inspects Jefferson Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Jefferson Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, January 14, 2016. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, January 14, 2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and teachers patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, school security, and teachers supervise nutrition breaks. The principal, assistant principal, noon duty supervisors, school security, parent docents, and paraeducators monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principal, teachers, and security officer monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Jefferson Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear a sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Jefferson Middle 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 2015.

Classroom Environment

Discipline & Climate for Learning

Jefferson Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	JMS		
# of Students Suspended	30	18	7
# of Students Expelled	0	0	0
	TUSD		
# of Students Suspended	908	563	492
# of Students Expelled	14	19	16
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	32.0	4	1	9
Mathematics	28.0	4	5	5
Science	41.0			10
Social Science	41.0			10
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	31.0	4	4	6
Mathematics	28.0	5	6	3
Science	41.0		1	9
Social Science	41.0		1	9
2014-15				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	31.0	2	4	8
Mathematics	34.0		4	7
Science	30.0		8	5
Social Science	30.0	3	3	7

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Jefferson Middle School revolve around the Common Core State Standards. During the 2014-15 school year, Jefferson Middle School held staff development training devoted to:

- Argumentative Writing
- Center for Math and Science Teaching (CMAS)
- Common Assessment
- Common Core State Standards
- Data Analysis
- Next Generation Science Standards (NGSS)
- Response to Intervention
- Safety Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as state assessment results and districtwide teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Jefferson Middle School supports ongoing professional growth throughout the year during weekly site PLC meetings on late start Tuesdays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. 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 2014-15 school year, Jefferson Middle School's teachers attended the following events hosted by the Torrance Unified School District:

- Core and Supplemental Novel Workshops
- Daily 5/Café Training (Group Reading Strategies)
- ELA & Social Studies Model CCSS Unit Design
- ELA/ELD Framework Training
- ELD Standards and Benchmark Training
- English Language Arts – D3/A3 Training (CCSS Instructional Processes)
- Fountas and Pinnell – Guided Reading Training

- Math Training
- Solution Tree
- Writing Study (Intensive CCSS-Aligned Writing Instruction)
- Yearlong ELA Curriculum Map Training

Jefferson Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers 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.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Jefferson Middle School 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 Monday, October 12, 2015, the Torrance 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 the 2015-16 Resolution for Textbook and Instructional Materials Compliance 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 2015-16 school year, Torrance Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2003	Holt, Rinehart and Winston, <i>Literature and Language Arts</i>	0 %
History-Social Science		
2006	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
Mathematics		
2014	Glencoe/McGraw-Hill, <i>Algebra</i>	0 %
2014	Glencoe/McGraw-Hill, <i>Course 1, 2 & 3</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %

Professional Staff

Counseling & Support Staff

Jefferson Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Jefferson Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	1	1.0
Speech Pathologist	2	0.6
Adaptive PE	1	*
Counselor	1	0.6
Health Services Technician	1	0.5
Library Media Technician	1	1.0
Nurse	1	*
Occupational Therapist	1	0.5
Psychologist	1	0.4
Security Officer	1	1.0

* as needed

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% of full time.

Teacher Assignment

During the 2014-15 school year, Jefferson Middle School had 24 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Jefferson Middle School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

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

Teacher Credentials & Assignments				
	JMS			TUSD
	13-14	14-15	15-16	15-16
Total Teachers	23	24	25	1046
Teachers with full credentials	23	24	25	1042
Teachers without full credentials	0	0	0	4
Teachers teaching outside subject area of competence (with full credential)	1	1	1	46
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	1

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

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	State Average of Districts in Same Category	
	TUSD	
Beginning Teacher Salary	\$44,001	\$43,165
Mid-Range Teacher Salary	\$75,278	\$68,574
Highest Teacher Salary	\$87,486	\$89,146
Superintendent Salary	\$244,578	\$234,382
Average Principal Salaries:		
Middle School	\$106,563	\$116,569
Percentage of Budget:		
Teacher Salaries	40%	38%
Administrative Salaries	5%	5%

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

Expenditures Per Student

For the 2013-14 school year, Torrance Unified School District spent an average of \$8,271 of total general funds to educate each student (based on 2013-14 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, Torrance Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2013-14						
	Dollars Spent per Student					
	JMS		TUSD		State Avg., Dist. Same Size & Type	
		% Diff. School & Dist.		% Diff. School & Dist.		% Diff. School & State
ADA*	578	N/A	N/A	N/A	N/A	N/A
Total**	\$4,048	N/A	N/A	N/A	N/A	N/A
Restr.†	\$112	N/A	N/A	N/A	N/A	N/A
Unrestr.††	\$3,936	95.37	\$4,127	95.37	\$5,348	73.59
Avg. Teacher Salary	\$72,811	99.58	\$73,119	99.58	\$72,971	99.78

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Jefferson Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Jefferson Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Jefferson Middle School is Katy Geissert Civic Center Library, a branch of Torrance Public Library.

Address: 3301 Torrance Blvd., Torrance

Phone Number: (310) 618-5950

WebSite: <http://www.ci.torrance.ca.us/Library/5465.htm>

Number of Computers Available: 56

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Torrance Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.