Torrance Unified School District

Jefferson Middle School

Grades 6 through 8
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2022-23 School Accountability Report Card

Published January 2024

Principal's Message

Jefferson Middle School is a comprehensive, 3-year middle school located in the city of Torrance. Over the past ten years, Jefferson has had continuous improvement in student achievement. Jefferson received the 2022 California Pivotal Practice Award, the 2011 California Distinguished School, 2015 California Gold Ribbon School, and 2018 Honor Roll School. Jefferson shares the abiding belief that all students can learn at high levels. 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 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. Teachers identify essential standards and 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 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, 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. 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 provides staff development on Restorative Practices, TISE, GATE, Special Education, and 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

Jefferson Middle School fosters a diverse community of life-long learners committed to strategically developing academic and personal growth.

Vision

Jefferson Middle School will be the exemplary South Bay destination school in which the community fosters globally competitive citizens. “Best in the West”

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School Description

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 2022-23 school year, 638 students were enrolled, including 7.7% in special education, 10.8% qualifying for English Language Learner support, and 25.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level
2022-23

Student Group	% of Total Enrollment
Female	49.40%
Male	50.60%
Non-Binary	0.00%
Amer. Indian or Alaska Native	0.20%
Asian	30.90%
Black or African-Amer.	6.00%
Filipino	3.10%
Hisp. or Latino	26.20%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	12.70%
White	20.70%
English Learners	10.80%
Foster Youth	0.20%
Homeless	0.90%
Students Receiving Migrant Ed. Services	0.00%
Socioeconomically Disadvantaged	25.70%
Students with Disabilities	7.70%

Grade Level	# of Students
Grade 6	204
Grade 7	222
Grade 8	212
Ungraded	0
Total Enrollment	638

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 (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test
Percentage of Students Meeting California Fitness Standards
2022-23

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	93.9%	96.9%	96.9%	96.9%	97.4%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	70.0	72.0	67.0	67.0	47.0	46.0
Mathematics (grades 3-8 and 11)	58.0	57.0	57.0	59.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	647	627	96.91	3.09	72.09
Female	316	309	97.78	2.22	77.35
Male	331	318	96.07	3.93	66.98
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	196	193	98.47	1.53	84.97
Black or African-Amer.	39	39	100.00	0.00	53.85
Filipino	20	18	90.00	10.00	72.22
Hisp. or Latino	175	167	95.43	4.57	56.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	82	100.00	0.00	79.27
White	133	126	94.74	5.26	74.60
English Learners	69	56	81.16	18.84	32.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	183	175	95.63	4.37	56.57
Students with Disabilities	50	48	96.00	4.00	29.17

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	647	635	98.15	1.85	57.32
Female	316	310	98.10	1.90	57.10
Male	331	325	98.19	1.81	57.54
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	196	193	98.47	1.53	81.35
Black or African-Amer.	39	39	100.00	0.00	30.77
Filipino	20	18	90.00	10.00	61.11
Hisp. or Latino	175	171	97.71	2.29	30.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	81	98.78	1.22	62.96
White	133	131	98.50	1.50	60.31
English Learners	69	66	95.65	4.35	25.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	183	179	97.81	2.19	40.22
Students with Disabilities	50	48	96.00	4.00	22.92

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

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	56.3	53.1	48.8	49.2	29.5	30.3

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	215	213	99.07	0.93	53.05
Female	98	98	100.00	0.00	46.94
Male	117	115	98.29	1.71	58.26
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	61	61	100.00	0.00	81.97
Black or African-Amer.	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hisp. or Latino	59	58	98.31	1.69	22.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	52.17
White	51	50	98.04	1.96	60.00
English Learners	15	15	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	36.21
Students with Disabilities	22	22	100.00	0.00	22.73

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering for the Dads of Great Students (Watch D.O.G.S.) program, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the weekly JMS update, email, the school marquee, social media (Facebook & Instagram), 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
Career Day
Chaperone Field Trips
Fundraising Activities
Watch D.O.G.S.

Committees
Beautification Committee
District English Learner Multicultural Advisory Committee (DELMAC)
Emergency Preparedness 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
Astronomy Night
Back to School Night
Blue Ribbon
Camp Jaguar
Career Day
College & Career Night
College Week
Dia de los Muertas Family Night
Greek Day
Incoming 6th Grade Parent and Student Articulation Night and Welcome Event
Multicultural Day
Open House
Parent Education Nights (English & Spanish)
Red Ribbon Week
Renaissance Day
Semester Award Assemblies
STEMtacular
WestFest

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. In the past 12 months, the following campus repairs or improvements were completed:

2022-23 Campus Improvements:
• Replacement of the school marquee
• Upgrades to the front of the school
• Portable ramp replacements
• Portable roofing repairs and replacements
• Installation of bottle filler stations

2023-24 Planned Campus Improvements:
• Emergency notification system
• Electronic marquee

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	20
Portable Classrooms	2
Restrooms (sets)	4
Cafeteria(s)	1
Gymnasium w/Locker Rooms	1
Library	1
Music Room(s)	1
Science Lab(s)	1
Staff Lounge/Work Room(s)	1

Deferred Maintenance

Jefferson Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2022-23 school year, Jefferson Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Monday, November 06, 2023. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, November 06, 2023			
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 signifcant 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. During recess, the principal, assistant principal, teachers, and school security supervise playground activity. The principal, assistant principal, student supervision assistants, and school security 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, the security officer, and student supervision assistants 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 be buzzed in at the front school entry gate where office staff can monitor who is at the gate. They must present their state issued ID to be scanned through the Raptor security system and must wear identification badges 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 2023.

Classroom Environment

Discipline & Climate for Learning

Jefferson Middle School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, 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. As a means of corrective action, alternatives to suspension and student panels are areas of growth for the improvement of restorative justice practices in 2023.

Suspensions & Expulsions			
	20-21	21-22	22-23
	School		
% Students Suspended	0.3	4.1	2.6
% Students Expelled	0.0	0.2	0.0
	District		
% Students Suspended	1.0	1.5	1.8
% Students Expelled	0.1	0.1	0.1
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.6	0.0
Female	0.6	0.0
Male	4.5	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	2.0	0.0
Black or African-Amer.	7.7	0.0
Filipino	5.0	0.0
Hisp. or Latino	2.8	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	1.2	0.0
White	2.2	0.0
English Learners	3.7	0.0
Foster Youth	0.0	0.0
Homeless	8.3	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	5.7	0.0
Students with Disabilities	3.5	0.0

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Class Size

The Class Size 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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2020-21			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	26.0	4	8	5
Mathematics	28.0	3	7	5
Science	27.0	4	8	4
Social Science	32.0		9	5
	2021-22			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	25.0	5	11	3
Mathematics	26.0	5	9	3
Science	31.0		11	3
Social Science	30.0	2	7	6
	2022-23			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	23.0	5	14	1
Mathematics	24.0	5	13	
Science	29.0		13	1
Social Science	29.0	1	13	1

**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.*

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Jefferson Middle School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	661	657	79	12.0
Female	324	323	41	12.7
Male	337	334	38	11.4
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	201	201	7	3.5
Black or African-Amer.	39	39	6	15.4
Filipino	20	20	2	10.0
Hisp. or Latino	180	177	38	21.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	81	81	10	12.3
White	137	136	16	11.8
English Learners	81	79	11	13.9
Foster Youth	2	2	2	100.0
Homeless	12	11	7	63.6
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	192	191	39	20.4
Students with Disabilities	57	57	12	21.1

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Jefferson Middle School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Jefferson Middle School held staff development training devoted to:

- PLC Guiding Coalition
- Common Formative Assessments and Rubrics
- Next Generation Science Standards (NGSS)
- Response to Intervention (RtI)
- Safety Training
- Focus on Tier I, Tier II & Tier III Interventions
- Developing Site Leadership within Professional Learning Communities (PLCs)
- Developing SMART, Long and Short Term Site-wide and Grade Level Goals
- Restorative Practices
- Positive Behavioral Interventions & Supports (PBIS)
- TISE
- Multiple Staff Led Opportunities
- Safety Team
- Guiding Coalition

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 at 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 sessions 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 2021-22, 2022-23, and 2023-24 school years, Jefferson Middle School's teachers had the opportunity to attend the following events hosted by the Torrance Unified School District:

2021-22 Trainings:
- Distance Learning Platforms

2022-23 Trainings:
- PLC Institute
- The Summit on RtI at Work
- Best First Instruction
- CGI Math - Building Thinking Classrooms
- Math - Unpacking Essentials and Alignment
- Writing - Unpacking Essentials and Writing

2023-24 Trainings:
- Best First Instruction
- CGI Math
- Math Essential Standards
- Writing - Unpacking Essentials and Writing
- Writer's Workshop
- iReady Implementation
- Quality Teaching for English Learners (QTEL) Strategies
- TISE Training
- Literacy Strategies

Jefferson Middle School's teachers also had the opportunity to attend supplemental professional development offered by the Torrance Unified School District relating to the following:

- D3 (History, ELA)
- 1st/2nd Year Secondary Math Cohort
- Guided Reading
- Ethnic Studies
- CTE
- Counseling and Mental Health
- Diversity, Equity and Inclusion
- Educational Technology

• Ethnic Studies ELA
• History-Social Studies
• Science
• Social Emotional Learning
• Special Education
• Visual and Performing Arts

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
5	5	5

Instructional Materials

All textbooks used in the core curriculum at Jefferson Middle School are aligned to the California Content Standards and Frameworks. 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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Monday, November 06, 2023, 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 Resolution No. 1 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 2023-24 school year, Torrance Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	McGraw Hill, *Study Sync*	0 %
Foreign Languages		
2012	Vista Higher Learning, *Espanol Santillana - Level 1*	0 %
Health		
2018	Positive Prevention Plus, *Sexual Health for Americas Youth*	0 %
History-Social Science		
2017	Teachers' Curriculum Institute, *History Alive! California Middle Schools Program*	0 %
Mathematics		
2014	McGraw Hill, *Course 1, 2, 3, Algebra 1*	0 %
Science		
2020	Accelerate Learning, *STEMScopes*	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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	1	1.0
Campus Security Officer	1	1.0
Health Services Assistant	1	0.5
Library Media Technician	1	1.0
Occupational Therapist	1	0.5
Psychologist	1	0.3
Speech Pathologist	1	0.6

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 Preparation and Placement

The charts below identify the number of teachers at Jefferson Middle School, Torrance Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Jefferson Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.6	92.4	933.3	91.5	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	3.5	0.3	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	9.1	0.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	5.2	28.0	2.8	11953.1	4.3
Unknown	0.6	2.3	46.0	4.5	15831.9	5.7
Total Teaching Positions	26.7	100.0	1020.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	83.6	869.5	89.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.8	0.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	5.2	33.1	3.4	12115.8	4.4
Unknown	2.8	11.2	70.6	7.2	18854.3	6.9
Total Teaching Positions	25.2	100.0	977.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and

grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assigment Options	0.6
Total Out-of-Field Teachers	1.3

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	1.3
Total Out-of-Field Teachers	1.3

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22	District	State Average of Districts in Same Category
Beginning Teacher Salary	$52,461	$55,550
Mid-Range Teacher Salary	$82,954	$80,703
Highest Teacher Salary	$104,307	$109,418
Superintendent Salary	$298,000	$319,443
Average Principal Salaries:		
Elementary School	$129,405	$137,703
Middle School	$127,700	$143,760
High School	$155,253	$159,021
Percentage of Budget:		
Teacher Salaries	36.78%	30.35%
Administrative Salaries	4.73%	4.87%

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 2021-22 school year, Torrance Unified School District spent an average of $13,401 of total general funds to educate each student (based on 2021-22 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 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- Other Federal Funds
- Other Local: Locally defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$5,395	N/A	N/A	N/A	N/A
Restricted	$231	N/A	N/A	N/A	N/A
Unrestricted	$5,163	$5,841	88.40	$7,607	67.88
Average Teacher Salary	$83,320	$87,261	95.48	$87,885	94.81

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

SARC Data

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 Jefferson Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

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 2023.