

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Geoffrey Tiftick

Official School Name: Jefferson Elementary School

School Mailing Address:  
1880 Fowler Avenue  
Clovis, CA 93611-3069

County: Fresno    State School Code Number\*: 10-62117-6005870

Telephone: (559) 327-7000    Fax: (559) 327-7090

Web site/URL: http://jefferson.cusd.com/    E-mail: jefftiftick@cusd.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. David Cash

District Name: Clovis Unified School District    Tel: (559) 327-9000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Betsy Sandoval

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	32	Elementary schools (includes K-8)
	<u>5</u>	Middle/Junior high schools
	<u>5</u>	High schools
	<u>0</u>	K-12 schools
	<b><u>42</u></b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 5175

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 11 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	26	20	46	6	41	46	87
K	40	47	87	7	0	0	0
1	26	46	72	8	0	0	0
2	35	42	77	9	0	0	0
3	38	30	68	10	0	0	0
4	45	36	81	11	0	0	0
5	45	37	82	12	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							600

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
9 % Asian  
2 % Black or African American  
36 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
51 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 20 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	60
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	50
(3)	Total of all transferred students [sum of rows (1) and (2)].	110
(4)	Total number of students in the school as of October 1.	556
(5)	Total transferred students in row (3) divided by total students in row (4).	0.198
(6)	Amount in row (5) multiplied by 100.	19.784

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 60

Number of languages represented: 4

Specify languages:

The languages that represent limited English proficient students at Jefferson Elementary School are as follows:

Hmong, Lao, Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 341

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 46

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u></u>
Classroom teachers	<u>26</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u></u>	<u>14</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>34</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	95%	96%	97%
Daily teacher attendance	97%	96%	97%	97%	97%
Teacher turnover rate	0%	0%	0%	3%	3%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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The vision of Jefferson Elementary School (JES) is to foster lifelong learning in order to compete in a global economy, by developing in each student the Sparthenian concept - "Be the Best You Can Be in Mind, Body, and Spirit" and by instilling in them our school motto of "Try Hard and Never Quit." For 125 years we have Jefferson Elementary School has celebrated the opening of school with our traditional Bell Ringing Ceremony. Our school is unique in that we have withstood the test of time, development, and expansion to deliver quality education to all children for more than a century.

JES is located in Clovis, California and is one of 32 elementary schools in the Clovis Unified School District. Jefferson, with a school population of 600 students in Kindergarten through grade six continues to be a community and district flagship due to the successes of our students and staff. We have been recognized as a State Distinguished School and as a National Blue Ribbon School. In 2005, JES was the recipient of the Fresno County Safe School Award. Our staff and students have earned the Clovis Accountability System for Sustained Improvement (CLASSI) Award, which encompasses academic, co-curricular and school management measures. JES commitment to student academic growth was rewarded with the State of California's Title I Academic Achievement Award for 2009 and 2010 as well as the California Business Excellence in Education Award (CBEE).

Jefferson Elementary School resonates with a contagious spirit! Our students, staff, and community have embraced our nation's "No Child Left Behind" charge and have adopted them to reflect our school's vision of preparing students to be productive citizens and lifelong learners. From the first bell in which the in which our student body officers lead the whole school in the Pledge of Allegiance to after school co-curricular activities the Jefferson Blue Jays radiate a positive energy. Every "all call" announcement performed by the principal ends in "Have a Great Day on the Blue Jay Campus." Our student and staff have established prominent presence in our community as a source of pride, enthusiasm, and achievement through a tremendous investment of time and energy by the teachers, staff working and principal, collaboratively with our students, parents and members of the Jefferson Community.

Guided by our academic successes, we have a solid focus on accountability for student learning and performance and have infused the California Standards into our curriculum. Our educational team works diligently to ensure that each and every one of our students is given the best possible opportunity to attain success. We have a committed veteran teaching staff that is clearly focused on learning that encompasses the collection of assessment, and related reflection on disaggregated evidence of academic achievement.

We recognize that we must work especially hard to meet the needs of our diverse, at-risk, and disenfranchised students. We recognize that parental involvement is critical to the success of our school, and that the power of parent involvement is only as effective as our efforts to engage them in the process of educating their children. We recognize and believe that every member of the Jefferson educational team and our students demonstrate strengths, accomplishments, commitment to excellence and dedication worthy of national recognition.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

California measures student proficiency of state content standards through the Standardized Testing and Reporting (STAR) program. The program consists of the California Standards Test (CST), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA). The CST is the primary assessment for general education students and the CMA and CAPA are reserved as a means for alternative measurement of special needs students. These criterion-reference exams classify students, grades two through eleven, into five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. More information regarding the STAR program can be found at <http://www.cde.ca.gov/ta/tg/sr/>.

In addition to the federal Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act, each school is assigned by the State of California, an Academic Performance Index (API) rating from 200 to 1000 based on the STAR Test. JES exceeded the state's expectation of 800 in 2005 with 813 and is currently at 873 totaling growth of 60 API points. Two of the three significant subgroups have surpassed 800. The three significant subgroups are Socio-Economically Disadvantaged (792), Hispanic (807), and White (879). As a component of the AYP, the API is calculated using math CST, ELA CST, and science CST results. In California, schools are ranked among all state schools and by similar schools on a scale of 1-10, lowest to highest. In the last five years JES made significant gains in student achievement as evidenced by the increase in state ranking from 7 (overall), 5 (similar schools) to 8 (overall) and 9 (similar schools).

To meet AYP under NCLB, a specific number of students in each significant subgroup must be proficient each year. The proficiency percentage increases by approximately 11% each year until 2014, when 100% of students must be proficient or advanced. Each year JES has met AYP goals for all students and all subgroups. Currently, the school has met the ELA and mathematics proficiency goals for 2009, and has also reached the 2010 goal. The most recent results show an increase in ELA from 50% in 2005 to 69% in 2009 and in math from 68% in 2005 to 81% in 2009.

School-wide overall assessment results show significant and continuous growth in both ELA and Math. Upon further examination of the data, JES significant subgroups show an achievement gap that is steadily closing based on the percentage of proficient or advanced students, as evidenced by:

**Socioeconomically Disadvantaged ELA** – A 19% achievement gap in 2005; currently, the gap has been reduced to 6% as compared to white students.

**Hispanic ELA** – A 17% achievement gap in 2005; currently the gap has been reduced to 12%.

**Socioeconomically Disadvantaged Math** – A 10% achievement gap in 2005; currently, the gap has been reduced to 5% as compared to white students.

**Hispanic Math** – A 14% achievement gap in 2005; currently the gap has been reduced to 9%.

The landscape of JES has changed drastically in the last five years. The number of Socio-Economically Disadvantaged students has increased dramatically from 40% to 57%. This change is reflected in the fluctuation of assessment scores between grade levels. As teachers received new types of students to their programs, they adjusted and learned how to meet the needs of all students. JES has developed a systematic structure, which is better equipped to identify the needs and provide appropriate intervention for new

students. This systematic approach to meeting student needs has resulted in more consistent student growth toward academic proficiency.

## **2. Using Assessment Results:**

Data drives our decision making and instruction throughout the school. Jefferson's planning process begins with analyzing data. Student progress is monitored at least quarterly with the Language Arts Formative Test (LAFT) and Math Benchmark tests that are aligned and based upon the California State Standards. Results are then analyzed for strength and weakness by student, classroom, grade level and school through the use of our district's purchased software, Edusoft. Informed decisions, driven by data, are made to modify instruction to ensure the highest student achievement possible. Teachers meet individually with the principal to discuss individual and group student Teacher Grade Level Expectations (TGLES) and maximizing classroom and school success. Assessment plays a key role in determining content and pacing of curriculum, which is addressed through the TGLE process. The process involves several steps. We begin with the identification of individual students who fall into identified areas of concern, namely 'basic', 'below basic', 'far below basic', and 'at risk'. Teachers conduct an in-depth sub-skill analysis of each student's performance on the ELA and math state tests, and a prescriptive plan is created for each performance group, which focuses on effective teaching strategies and rigorous differentiated curriculum. Proficient and Advanced students are given opportunities to deepen and extend their educational experiences within the classroom as well as through GATE grades 4-6 and Exceptionally Capable Learners (ECL) grades 2-3. The TGLE process continues with a conference between teacher and the principal, who are actively involved in the determination of any special intervention which students may need in the areas of academic, social, or psychological development. Supported by TGLE data, a student may be referred to one of our student support programs, such as Student Study Team (SST), Resource Program/Intervention, or (EL) program. All decisions regarding curriculum, instruction and academic support are data driven and adjusted upon ongoing student assessment and achievement.

## **3. Communicating Assessment Results:**

JES embraces the California State Adopted Standards and has created a system that ensures that all stakeholders are informed of students' academic progress and mastery of the standards. This information is articulated in a variety of venues to ensure quality communication with all stakeholders.

The Clovis Accountability System for Sustained Improvement (CLASSI) report provides the school and community with a basis for evaluating and monitoring the school program, and serves as a catalyst for improvement and establishing quality objectives. It establishes criteria to evaluate and diagnose three major components: 1) Student Achievement Indicators, by subgroup and school, 2) School Management, Community Involvement, Co-curricular participation, and 3) District Annual/Tri-annual Review. Parents and community members collaborate through various forums. The results of the current and past academic years are then distributed to these parent and teacher groups. Site and District School Advisory Review Team (SART), comprised of parents, teachers, community members and administration meet quarterly to evaluate academic results and set new goals towards exemplary performance. School Site Council (SSC) is responsible for planning, implementing and evaluating the Single Plan for School Achievement (SPSA). The SPSA is the guiding document for all expenditures of money for staff development, intervention teachers, support staff, SSC, administrators, teachers and supplementary instructional materials. English Learner Advisory Committee ELAC is comprised of parents of English Learners who provide input and advice for English Language Learner instruction and supplementary instructional material. The Inter-Cultural Diversity Committee (IDAC) comprised of all segments of the school community provides a racial and ethnic understanding and academic achievement of focus group students at the site and district levels. An Annual Title I Meeting is held to provide ongoing reviews of school academic achievements and results. Individual student results are distributed annually during parent conferences. For students with additional needs a

Teacher Grade Level Estimate (TGLE) is developed and monitored for progress by the principal, teacher and parent. Teachers regularly communicate with parents by e-mail and by Parent Connect, an online grade book.

#### **4. Sharing Success:**

Jefferson Elementary School (JES) believes that sharing success is vital and necessary to the betterment of any place of learning. A globally shared approach to our best practices is an essential piece of our core values. We offer many opportunities for visitors from both inside and outside of our district. In addition, we have been the subject of many positive media articles and newscasts because of our academic successes and results. JES continually assesses, refines and defines the best practices for our school community. Our staff and principal explain and demonstrate current practices and strategies through critical conversations, walk-throughs and model demonstrations with superintendents, principals, and other educators. JES staff members have presented district-wide staff development training in language arts, writing, and mathematics. By design, our school structure has seven Beginning Teacher Support and Assessment (BTSA) support providers on staff. All have been called upon to be observed or present best practices inside and outside of our district. JES also gives classroom teachers the opportunity to observe each other and discuss patterns in school wide instruction. Our district is divided up into 5 areas with a high school, intermediate school and feeder elementary schools. JES collaborates with the our seven area elementary schools, intermediate school and high schools in our area. In addition, JES has access to any of the 32 elementary schools in our district for any curricular assistance. All of the district's 32 elementary schools receive academic data to compare with their own. Identification of schools that are highly successful in any content area can be readily identified and accessed to provide additional successful strategies to a school repertoire.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Jefferson has embraced a standards-based learning environment that engages its students and teachers in a challenging program for learning. The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in grades K-6 in the four core content areas: ELA, mathematics, social science and science. All teachers have access to supplemental materials with each of their adopted textbooks for differentiation of instruction for all student groups including special education, GATE, EL, and students not yet proficient. Pre-assessments provide data identifying students who are not yet proficient. Differentiated instruction in the classroom allows teachers to teach at the instructional level of each individual in ELA and Math.

JES has adopted performance standards and aligned assessments. District Language Arts Formative Tests (LAFT) and Math Formative Tests (MAFT) assessments are aligned with the California State Standards for math and language content areas and support the achievement goals for state and district. This is evidenced by curriculum maps that have been developed based upon formative assessments and STAR results. Data is analyzed by school, grade level, classroom and student. Instructional decisions are made based upon the outcomes of the assessments.

Teachers and school support staff engage in regular and purposeful dialogue within and between grade levels. Teachers meet weekly providing stability in the grade level with regard to curriculum delivered to students below as well as students at or above grade level. Monthly PLC's are held between grade levels to discuss and analyze grade level weaknesses and strength based upon data of the previous and current school year. Teachers and administrators meet monthly with all staff and set the topics of discussion for the PLC articulation meetings. The resource specialist, speech teacher and school psychologist also meets weekly with teachers to discuss strategies to maximize performance for special needs students.

Teachers introduce math lessons through whole class instruction and guided practice. Following assessments (benchmark, text, and teacher-made), and error analysis (spreadsheet which groups students according to missed problems-item analysis), teachers identify students requiring re-teaching and students who are ready for extension/challenge activities. With additional resources within our state adopted math series, teachers differentiate their instruction to meet all students' needs. Teachers implement math centers, spiral sequencing of math skills through five-a-day, Mountain Math, error analysis, sorting, graphing, and utilize parent assistance with math facts for reinforcement and application of math skills.

Social Science incorporates hands-on learning, open-ended questioning, project based learning, and guest speakers that include Mountain Man, Abraham Lincoln, meteorologists. Community service projects offer experience to students that include participation in the Fresno County History Day, and projects that reach our local community and beyond. Some of the projects include relief for hurricane victims, coats for needy kids, and holiday gift baskets. Science is taught in every grade level. In fifth grade, Wacky Science Wednesday combines science labs, vocabulary and concepts rotating between three teachers. Specialized equipment was purchased with grant money to bring what the science standards actually mean to life for our students.

Visual and Performing Arts are an important aspect of a well rounded curriculum and student at JES. All students in grades 1-6 receive music instruction each week by a credentialed music teacher utilizing the state standards for performing arts. Our school band and choir for grades 4-6 regularly boasts a membership of 90 students and has consistently achieved a superior rating in adjudications at performances throughout our city for the past 10 years.

Jefferson incorporates daily physical education for grades K-6 with grade appropriate standards. Our athletic co-curricular program offers additional opportunities for students for grades 4-6 in cross country, football, volleyball, wrestling, baseball, softball, and track.

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Our district adopted Houghton Mifflin (HM) Reading program a standards and research-based integrated reading program. HM provides standards-based, direct instruction in reading, linking reading with writing, listening, and speaking. The HM basal reader approach offers a strong literature, language, and comprehensive literature experience. In addition to the HM English Language Arts program, Jefferson Elementary School (JES) provides skills-based instruction, literature through guided reading, shared and independent reading, modeled writing, and shared and independent writing. The JES reading program integrates the structure of the HM reading program with focused instruction, specifically the big five specific reading skills: 1) alphabetic principles 2) phonemic awareness 3) fluency 4) vocabulary and 5) comprehension.

It is critical that every child has an equal opportunity to become an accomplished reader. Every student is evaluated regularly throughout the year to monitor progress. Students below grade level in reading receive daily interventions provided by additional credentialed push-in teachers, supported before and after school through a 21<sup>st</sup> Century grant, and are identified using HM unit tests, district LAFT assessments or STAR Accelerated Reader. These research-based assessments determine the specific reading needs of individual students. Based upon individual language arts needs, students receive additional instruction given by credentialed teachers using research based programs such as SRA, HM Reading program or Avenues. In addition to the structured reading intervention program, JES emphasizes reading using Accelerated Reader (AR). AR is a school-wide systematic program used at all grade levels to help improve reading fluency. Students are initially assessed to determine their comprehension level or Zone of Proximal Development (ZPD). Students check out books from the library within their ZPD (independent reading level) and their progress is monitored by the librarian and classroom teacher. A school-wide incentive program increases motivation for all students to read. Students vie for end of the year medallions based on making their quarterly AR goals.

**3. Additional Curriculum Area:**

Within each classroom, students receive a state-approved standards-based math program. In addition to the Houghton Mifflin (HM) math program, JES utilizes manipulative, enrichment activities, and a comprehensive math facts program to ensure mastery of standards. A system of assessment, analyzing and reteaching in a variety of venues and options permeates the structure of every mathematics lesson. Lessons are based on state standards and are designed according to class, small group and individual needs.

The effectiveness of the JES math program is evaluated annually based on state and district performance assessments. In 2008-09, results indicated that 82 percent of JES students were proficient/advanced in math, with 45 percent of students advanced. JES has consistently moved students up the achievement bands towards proficiency in the area of mathematics meeting our school goals of growth for every student. Automaticity of math facts allows students to solve complex, multi-step problems with ease and efficiency. JES provides opportunities for students to learn and practice their facts on a daily basis. Goals and expectations have been established by grade-level and communicated to students and parents. Consistent practice builds fluency and is the foundation of future success. District and school mathematics goals based on state standards are built into our school's quarterly, Magnificent Mathematicians Award in which a special lunch is provided by a partnership with Carl's Jr. and Subway Restaurants. Students must demonstrate mastery of standards for that quarter by obtaining 85% or above on the district MAFT.

Using district performance assessments and grade-level formative assessments, teachers disaggregate math results to create goals for classroom, group and individual students. This on-going activity ensures that math lessons are aligned to standards and that students master specific math skills. Students not proficient or advanced on standards-based assessments meet with the teacher or teachers in small groups or individually, for targeted intervention.

#### **4. Instructional Methods:**

The Jefferson Elementary School (JES) staff believes that differentiation occurs through specific instructional methods and reviewing data in Professional Learning Communities (PLC). Early detection through assessments, diagnosis and prescription with a written individualized plan (TGLE), intervention, monitoring and adjusting instruction to best meet the needs of all students not yet making progress. Kindergarten teachers assesses all students before school starts to identify potential deficiencies in academics or verbal expression.

Teachers intervene daily using best instructional practices such as Specially Designed Academic Instruction in English (SDAIE). Daily schedules are customized to provide specific instruction for low performing, at-risk and EL students during the regular school day. Small group instruction, frontloading, pre-teaching, peer support, and cooperative learning strategies are used to provide access to the core curriculum for ELs and other low performing students. Students with disabilities and special needs are provided accommodations to improve their access to the content standards.

Special Education and regular classroom teachers and specialists communicate on a regular basis. The IEP team determines appropriate Special Education services for each student. The service delivery options for our Special Education staff may include: direct services, consultation and collaboration, alternative materials and/or curriculum, physical accommodations, modified teaching and testing strategies, curriculum, and material adaptation. Ongoing assessments are used to monitor students' progress towards proficiency. Student progress is monitored daily by the classroom teacher examining student work, textbook assessments and teacher made assessments. Student progress is monitored at least quarterly with the Language Arts Formative Test (LAFT) and Math Benchmark tests that are aligned and based on the California State Standards. Results are then analyzed for strength and weakness by student, teacher, grade level and school through the use of our district's purchased software, Edusoft. Informed decisions, driven by data, are made to modify instruction to ensure the highest student achievement possible.

#### **5. Professional Development:**

Jefferson plans and implements professional development (PD) opportunities that support all students achieving grade-level standards. PD is based upon rigorous content and performance standards, student assessment data, teacher needs assessment and aligned with the SPSA. PD opportunities include: 1) Edusoft data analysis that focuses upon teacher evaluation, diagnosis, prescription and differentiating instruction for all students, which ensures progress toward mastery of state standards in all content areas, 2) Reading and math instructional strategies focusing on best practices of differentiating instruction, and 3) Writing in grades 2-6. We also provide our staff access to methodology incorporating the California Standards for the Teaching Profession (CTIP).

Staff development provides opportunities to assist volunteers and Jefferson parents in supporting our students in achieving grade-level standards. Teachers lead seminars are held to help parents assist their children with homework, Student Study Teams, and Reading logs.

Jefferson professional development deepens teachers' content knowledge and improves instructional strategies to engage all students in learning. Dr. Cheryl Rogers, Assistant Superintendent for the Clovis High School Area, has provided funding for teachers to attend writing (Writing for Excellence), and mathematics in-services (Fresno County of Education Presenters). In addition, Jefferson school has sponsored presentations

on how to work with English Language Learners, Unpacking the Standards, aligning instruction to the California State Standards, and calibration of text to determine level of instruction. District Roll-Outs encompass a variety of curricular areas and continuing professional development opportunities. These roll outs are supported with district and school funds. Our emphasis on state standards, educational research, data analysis using technology, identified instructional needs, strengths, creates a comprehensive improvement process. Jefferson has had a major impact upon student learning due to our belief in professional improvement.

## **6. School Leadership:**

School leadership is a responsibility of all at Jefferson Elementary School when it comes to student achievement. This basic premise is an important building block for what we plan, do, study and act upon. Data drives our instruction and our decision making. The principal empowers forums such as the SSC, School Assessment Review Team (SART), ELAC, Student Council and Parent Teacher Club (PTC) to continually evaluate and the update SPSA to reflect school mission and goals. Staff and grade level meetings have become true PLC's where teachers meet for weekly discussions. Leadership meetings are scheduled monthly and held more frequently as needed. Leadership proposed agendas are sent out to the leadership team prior to meetings for modifications and additions. Our Leadership Team, represented by each grade level, special education, classified support and our principal, communicate proposals and get feedback from their constituents before school-wide decisions are made. The leadership team has developed all academic awards based on mastery of standards and has developed the current intervention system. Academic data derived from the district formative assessments, CELDT and STAR data determine the items to be improved upon by grade level as a school. All Jefferson stakeholders participate in the implementation of the Single Plan for Student Achievement (SPSA).

The California State standards, combined with district and school formative assessment data inform the SSC. Research is conducted by leadership on two levels, one that reflects upon the performance of the previous year, and ahead to the coming school year. Information from STAR data, district and school formative assessments drive the content and budget of the Single Plan for Student Achievement. Our collaborative leadership style ensures that all members of the Jefferson Elementary School community are leaders and heard. This system has led to the academic success of our school. We are fortunate to have a school staff and community that embrace the overarching goal of continuous individual and collective academic improvement for ALL students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: STAR

Edition/Publication Year: 2009

Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	82	77	70	67	81
Advanced	45	39	37	44	56
Number of students tested	73	74	81	77	81
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	83	79	66	51	80
Advanced	44	35	33	30	48
Number of students tested	41	52	36	33	31
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	80	67	64	67	80
Advanced	38	29	32	29	60
Number of students tested	24	24	25	21	20
<b>4. Special Education Students</b>					
Advanced/Proficient			27		63
Advanced			9		36
Number of students tested			11		11
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	84	80	67	63	59
Advanced	48	41	42	43	83
Number of students tested	42	41	43	46	49

Notes: 6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Reading  
Edition/Publication Year: 2009

Grade: 2 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	76	59	49	59	53
Advanced	27	23	22	23	20
Number of students tested	73	75	81	77	81
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient/Advanced	73	71	39	42	39
Advanced	29	23	25	9	19
Number of students tested	41	53	36	33	32
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	67	48	40	38	55
Advanced	21	8	25	14	20
Number of students tested	24	25	25	21	21
<b>4. Special Education Students</b>					
Proficient/Advanced					0
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient/Advanced	83	64	56	65	57
Advanced	31	32	21	22	24
Number of students tested	42	41	43	46	49

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 3 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	89	87	84	84	76
Advanced	58	62	56	53	37
Number of students tested	77	71	81	82	82
Percent of total students tested	95	89	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	92	89	79	78	71
Advanced	50	59	38	35	34
Number of students tested	48	27	37	37	41
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	92	90	74	73	64
Advanced	50	74	48	44	39
Number of students tested	26	19	31	25	28
<b>4. Special Education Students</b>					
Advanced/Proficient			72	66	54
Advanced			36	36	27
Number of students tested			11	11	11
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient	90				
Advanced	50				
Number of students tested	10				
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	88	87	88	87	83
Advanced	59	57	58	56	38
Number of students tested	41	44	40	48	47

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Reading  
Edition/Publication Year: 2009

Grade: 3 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	67	64	53	54	46
Advanced	28	23	20	16	6
Number of students tested	76	70	81	82	69
Percent of total students tested	94	88	100	99	97
Number of students alternatively assessed	5	10			
Percent of students alternatively assessed	6	13			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	66	69	36	40	36
Advanced	21	19	8	8	2
Number of students tested	47	26	36	37	41
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	60	68	35	42	43
Advanced	20	26	6	19	4
Number of students tested		19	31	26	28
<b>4. Special Education Students</b>					
Advanced/Proficient			30	33	18
Advanced			10	0	0
Number of students tested			10	12	11
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	67	61	60	61	52
Advanced	29	21	24	15	9
Number of students tested	41	43	38	48	47

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 4 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	89	81	83	55	66
Advanced	58	40	60	26	37
Number of students tested	72	75	80	86	79
Percent of total students tested	92	95	99	97	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	80	71	80	47	60
Advanced	51	26	59	22	21
Number of students tested	35	31	34	37	28
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	77	72	79	33	74
Advanced	33	28	58	23	28
Number of students tested	18	28	19	31	25
<b>4. Special Education Students</b>					
Advanced/Proficient			54	33	25
Advanced			36	8	25
Number of students tested			11	11	12
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	91	86	85	60	71
Advanced	59	47	61	29	50
Number of students tested	46	36	51	49	42

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Reading  
Edition/Publication Year: 2009

Grade: 4 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	78	67	69	53	59
Advanced	39	28	31	23	23
Number of students tested	72	75	80	88	79
Percent of total students tested	92	95	99	99	99
Number of students alternatively assessed	6	4			
Percent of students alternatively assessed	8	5			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	74	55	61	43	50
Advanced	40	16	26	15	11
Number of students tested	35	31	34	39	28
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	67	47	68	35	40
Advanced	39	18	21	13	20
Number of students tested	18	28	51	32	25
<b>4. Special Education Students</b>					
Advanced/Proficient			27	23	25
Advanced			9	0	17
Number of students tested			11	12	12
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	80	72	68	64	76
Advanced	37	25	35	32	26
Number of students tested	48	36	51	50	42

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 5 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	80	73	64	47	66
Advanced	36	26	28	18	41
Number of students tested	75	78	83	78	81
Percent of total students tested	93	94	98	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	78	67	59	36	50
Advanced	29	26	19	9	20
Number of students tested	35	26	43	33	20
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	81	70	60	40	50
Advanced	35	30	27	16	35
Number of students tested	24	20	30	25	26
<b>4. Special Education Students</b>					
Advanced/Proficient			18		
Advanced			0		
Number of students tested			11		
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	90	77	70	60	73
Advanced	35	24	30	26	43
Number of students tested	40	51	47	39	44

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Reading  
Edition/Publication Year: 2009

Grade: 5 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	53	59	46	47	53
Advanced	17	19	14	21	19
Number of students tested	75	78	84	79	81
Percent of total students tested	93	94	99	100	100
Number of students alternatively assessed	6	5			
Percent of students alternatively assessed	7	6			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	40	50	37	35	40
Advanced	6	24	7	6	5
Number of students tested	35	34	44	34	20
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	46	60	36	38	31
Advanced	13	25	13	19	8
Number of students tested	24	20	31	26	26
<b>4. Special Education Students</b>					
Advanced/Proficient			9		
Advanced			0		
Number of students tested			11		
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	55	63	53	61	66
Advanced	15	18	17	28	27
Number of students tested	40	51	47	39	44

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 6 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	64	46	51	65	48
Advanced	38	20	23	21	16
Number of students tested	74	82	71	73	69
Percent of total students tested	90	98	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	53	35	50	53	
Advanced	31	16	22	9	
Number of students tested	32	43	32	32	
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	55	43	53	36	25
Advanced	35	20	24	20	8
Number of students tested	20	30	21	25	12
<b>4. Special Education Students</b>					
Advanced/Proficient		9			
Advanced		9			
Number of students tested		11			
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient			30		
Advanced			20		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	67	45	61	82	53
Advanced	43	20	28	21	20
Number of students tested	46	44	40	38	46

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students

Subject: Reading  
Edition/Publication Year: 2009

Grade: 6 Test: STAR  
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Advanced/Proficient	68	51	55	48	38
Advanced	27	21	20	17	7
Number of students tested	75	82	71	73	69
Percent of total students tested	92	98	100	100	97
Number of students alternatively assessed	7				
Percent of students alternatively assessed	9				
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Advanced/Proficient	66	39	51	40	
Advanced	22	16	13	6	
Number of students tested	32	43	32	32	
<b>2. African American Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced/Proficient	60	53	53	40	33
Advanced	30	23	29	16	8
Number of students tested	20	30	21	25	12
<b>4. Special Education Students</b>					
Advanced/Proficient		9			
Advanced		0			
Number of students tested		11			
<b>5. Limited English Proficient Students</b>					
Advanced/Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Advanced/Proficient	69	52	65	52	44
Advanced	28	20	20	18	9
Number of students tested	46	44	40	38	46

Notes:

6. White Not Hispanic (Largest Other Subgroup Not Listed)

Blanks indicate less than 10 students