

Jefferson School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 Access

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Jefferson School
Street	7500 West Linne Road
City, State, Zip	Tracy, CA 95304
Phone Number	(209) 835-3053
Principal	Jason Strickland
Email Address	jastrickland@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com/Domain/46
Grade Span	5-8
County-District-School (CDS) Code	39-68544-6041875

2024-25 District Contact Information

District Name	Jefferson School District
Phone Number	(209) 836-3388
Superintendent	James W. Bridges, Ed.D.
Email Address	superintendent@jsdtracy.com
District Website	www.jeffersonschooldistrict.com

2024-25 School Description and Mission Statement

Principal’s Message

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with information about our school, its resources, successes, and the areas of improvement. Our purpose is to foster understanding and support for Jefferson School through awareness of accountability programs for student achievement and the processes used to meet those standards and goals. This SARC is published annually. The statistics reported are from the 2023-24 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

2024-25 School Description and Mission Statement

As the Jefferson School District has grown, Jefferson School has always held on to three characteristics that have made it one of the best schools in Tracy: high-quality teaching, strong community involvement and high academic standards for all students. Teachers at Jefferson work long hours and go the extra mile to help children learn the content standards, and something about life. Jefferson has stayed true to its tradition of the community by remaining a close-knit campus. This is enhanced by the Jefferson School Board's commitment to small class sizes and the staff's commitment to our students and their families. Jefferson students go on to be successful in high school, college and the professional world. In addition, Jefferson School recently earned the honor of being named a California Distinguished School. This is the fifth time in the school's history it has earned the honor.

Our goals for the 2024-2025 school year involved teachers as lifelong learners and collaborating with grade level colleagues to research best practices, all while providing a robust curriculum and social/emotional support. The focus again this year has been on student engagement and discourse in classes. We have been working with McRel International on curriculum and instruction and have really focused on the "students doing the talking." Research shows that the more involved our students are in the lesson, the more they collaborate as a group, the more they will learn the subject area and more importantly, be able to demonstrate what they have learned. We continue to work with our District Director of Curriculum and Instruction and share best practices with other schools in the district through our weekly PLC meetings. The Site Leadership team members continue to lead small content area teams through a journey of researching best practices, creating SMART goals for student learning, creating common formative assessments, comparing data and working together to plan how we can get more students engaged and connected to the subject matter. Jefferson is proud to continue the important collaborative work with staff from other schools in the district and to continue our PLC journey.

Our mission at Jefferson school is the same; We take collective responsibility to empower all students to reach their fullest academic, physical and social potential. We believe strongly in that collective effort and it aligns perfectly with our school's vision; Our school provides a safe, nurturing and encouraging environment where growth is the goal, failure is not an option, and staff and students strive for success. Our goal is to meet students where they are at and we will intervene when needed using a tiered approach that starts in the classroom. Interventions for English learners (ELs), special populations and Gifted and Talented Education (GATE) students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically; we strive to meet behavioral needs as well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn and grow from their behaviors. We believe that there are "teachable moments" with every situation and pride ourselves in getting students to learn and reflect on behavior and ultimately repair any spaces that have been damaged by poor choices. Our on-site counselor and therapist provide students and families support for mental-health needs, trauma, and other challenges that they are dealing with. All students receive weekly instruction from our adopted character education program, Project Wisdom in addition to our weekly classes on social/emotional curriculum, Second Step. We also recognize students for their good choices in an effort to create a nurturing and positive school climate by handing out CREED tickets (see below) and students have the opportunity to earn rewards. We still utilize our Kindness Wall for Jefferson School where students, staff, and families can send messages to each other to uplift and spread kindness and love which is displayed throughout the day in the front office and the cafeteria.

Jefferson School's Associated Student Body (ASB) takes pride in making decisions for our campus, as our ASB has control of the ASB budget, activities, and decisions made for the school as a whole. Jefferson's student body can attend any ASB meetings, which are held weekly on Wednesdays. We host weekly/monthly events and ASB has held several assemblies, rallies, and dances. Athletics are going strong at Jefferson and we are proud to be able to offer co-ed Volleyball, Boys Basketball, Girls Basketball, co-ed Soccer, co-ed Flag Football, co-ed Cross Country and co-ed Track and Field. We are also excited to add a sports banquet this year to honor and recognize our student athletes. In addition to athletics, we have several music performances planned throughout the year as well as a spring musical play. Our Science and Math Olympiad teams continue to be strong parts of our culture and this year, we have parents who are volunteering to support the coaching.

Overall, Jefferson School focuses on the whole child. We know that a balance of academic, mental and social success is key for sustained student success. The support for students is endless. Staff does what it takes to help all students. I am privileged to serve as the principal of Jefferson School and look forward to a successful year.

Jason Strickland
Principal

Jefferson "CREED" which applies to EVERY person at Jefferson (staff, students, and families)
We are Responsible. We Do Our Best Each Day. We Think Before We Speak. We Put Others First. We Avoid Conflict.

School Mission Statement

We take collective responsibility to empower all students to reach their fullest academic, physical and social potential.

2024-25 School Description and Mission Statement

School Vision Statement

Our school provides a safe, nurturing and encouraging environment where growth is the goal, failure is not an option, and staff and students strive for success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	119
Grade 6	130
Grade 7	139
Grade 8	134
Total Enrollment	522

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.6
Asian	51.9
Black or African American	1.5
Filipino	3.3
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.4
White	14
English Learners	9.8
Foster Youth	0.2
Homeless	0.8
Socioeconomically Disadvantaged	26.4
Students with Disabilities	8.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	81.35	80.80	80.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	3.06	3.40	3.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	10.46	9.10	9.14	12115.80	4.41
Unknown/Incomplete/NA	0.80	5.08	4.90	4.93	18854.30	6.86
Total Teaching Positions	16.30	100.00	100.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.60	87.75	86.30	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	2.81	4.50	4.38	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	4.72	7.10	6.99	11953.10	4.28
Unknown/Incomplete/NA	0.80	4.66	3.70	3.68	15831.90	5.67
Total Teaching Positions	17.80	100.00	102.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	71.53	85.10	75.35	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	15.25	15.00	13.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	8.13	4.80	4.29	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.08	2.90	2.65	14303.80	5.15
Total Teaching Positions	19.60	100.00	113.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.70	0.80	1.6
Total Out-of-Field Teachers	1.70	0.80	1.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	16.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:

- Discuss critical issues with administrators and curriculum representatives
- Determine issues unique to district needs
- Needs assessment
- School improvement plans
- Superintendent direction
- Board direction
- Review the state’s textbook-adoption committee’s evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher

2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.

3. The committee reviews, researches and identifies essential K-8 curriculum and assesses needs.

4. The committee establishes consensus on the most important criteria to evaluate during initial screening.

5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.

6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.

7. Community members are invited to review curriculum and provide feedback.

8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.

9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Year and month in which the data were collected

09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill (TK) - 05/2017 California Wonders, McGraw Hill (K-5) - 05/2017 SpringBoard - California Ed., College Board (6-8) - 05/2017	Yes	0%
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	Yes	0%
Science	STEMscopes Early Explorer, Accelerate Learning (TK) - 04/2021 STEMscopes CA NGSS 3D, Accelerate Learning (K-8) - 04/2021	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) - 06/2018 World History Ancient Civilizations, National Geographic (6) - 05/2019 World History Medieval and Early Modern Times, National Geographic (7) - 05/2019 US History American Stories Beginnings to World War I, National Geographic (8) - 05/2019	Yes	0%

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

School Facility Conditions and Planned Improvements

Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to minimize workplace accidents, injuries and illnesses. By making employee safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals in the Jefferson School District. Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the school community.

The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

At Jefferson School District, every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus and must display their passes at all times. We recently added an Ident-A-Kid visitor management system on campus. This system makes it easier to track visitors and volunteers. Furthermore, it requires parents to digitally check their child in and out for a more accurate account of children on campus.

A joint effort between students and staff helps keep the campus clean and litter-free. Two full-time custodians and one part-time custodian take great pride in maintaining organized, clean and safe facilities at Jefferson. Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms and facilities are well maintained and in good repair.

The district was formed in June 1870 with a small schoolhouse. The current school site was first built in 1929 and remodeled in 1954 and 1966. Jefferson School originally had 20 classrooms, a gymnasium, library, computer lab, science lab, cafeteria, band room, maintenance shop, bus barn and three baseball diamonds.

In 2010, a school facilities bond was passed. This bond provided Jefferson School with a new main office building and classrooms, gymnasium, kitchen, playground and track area with space for multiple courts and activities, music and theater area attached to the gym stage, state of the art library, and modernized science labs. Furthermore, all classrooms are set up with smart projectors and students have Chromebooks in each classroom. This construction included a new fire and intrusion alarm system. To support the new fire and irrigation systems, a new well was drilled and a 125,000-gallon tank sits on the back of the property. The design of the school offers room for expansion in the future if needed.

Year and month of the most recent FIT report

9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	74	79	60	60	46	47
Mathematics (grades 3-8 and 11)	66	73	52	54	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	516	515	99.81	0.19	78.64
Female	261	260	99.62	0.38	81.54
Male	255	255	100.00	0.00	75.69
American Indian or Alaska Native	--	--	--	--	--
Asian	272	271	99.63	0.37	90.41
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	119	119	100.00	0.00	63.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	72.73

White	72	72	100.00	0.00	68.06
English Learners	35	35	100.00	0.00	37.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	141	99.30	0.70	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	22.92

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	516	515	99.81	0.19	73.40
Female	261	260	99.62	0.38	74.23
Male	255	255	100.00	0.00	72.55
American Indian or Alaska Native	--	--	--	--	--
Asian	272	271	99.63	0.37	87.45
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	119	119	100.00	0.00	53.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	81.82
White	72	72	100.00	0.00	58.33
English Learners	35	35	100.00	0.00	31.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	142	141	99.30	0.70	56.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	18.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	54.38	67.60	44.52	50.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	253	253	100.00	0.00	67.59
Female	123	123	100.00	0.00	69.11
Male	130	130	100.00	0.00	66.15
American Indian or Alaska Native	0	0	0	0	0
Asian	143	143	100.00	0.00	80.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	51.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	52.78
English Learners	14	14	100.00	0.00	21.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	13.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	99.2	99.2	99.2	97.5	99.2
Grade 7	99.3	98.6	98.6	99.3	98.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

We are grateful to have a wonderful Parent Faculty Association (PFA) that is dedicated to serving the Jefferson and Monticello Elementary School communities. Our PFA has been actively devoting their time to organizing and developing special projects and events that benefit all students. Our parent group has supported the following here at Jefferson: 1st day of school ice cream for students, staff appreciation, 6th grade Science Camp, movie nights, our kindness wall program, snacks for CAASPP testing, and 8th grade end-of-the-year activities, to name a few. The primary fundraiser for the PFA is the annual School Carnival. We held this year's carnival in September and families from both Jefferson and Monticello attended. Parents who are not yet members are always encouraged to join this group and support students and staff at Jefferson. Meetings are held regularly, alternating between Jefferson and Monticello Elementary School.

Parents can also get involved with the following: English Learner Advisory Committee (ELAC), School Site Council (SSC), GATE activities, Safety Team, graduation committees, and classroom and school function volunteering. We welcome parents to be on our campus and to help throughout the year. We hold monthly parent engagement events here at Jefferson; Coffee and Conversation with the Principal. It has been great meeting with parents monthly and sharing all of the fantastic things happening at Jefferson. In order to support families who work during the school day, we also implemented an evening version of Coffee and Conversation that is virtual. The topics and slides from the meeting are also recorded and sent out to families who could not attend.

Our digital marquee is used to celebrate school successes and as another platform to inform students and families of upcoming events. Furthermore, families receive a weekly newsletter highlighting our campus and how to be involved. We continue our tradition of daily morning announcements that are projected digitally in classrooms as well as posted on our school website for parents and families to access. In order to spread our kind messages, we have two televisions, one in the main office and one in the cafeteria. This has been a highlight for students and families, and we hope to add more content in the future.

For more information on how to become involved, please contact our front office staff and reach out to our parent group at mjpfa6@gmail.com.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	528	525	24	4.6
Female	264	262	14	5.3
Male	264	263	10	3.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	276	275	7	2.5
Black or African American	--	--	--	--
Filipino	17	17	1	5.9
Hispanic or Latino	123	123	9	7.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	2	9.1
White	73	73	4	5.5
English Learners	53	52	3	5.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	147	147	14	9.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	49	2	4.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.48	1.24	1.89	2.38	2.87	2.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.89	0.00
Female	0.38	0.00
Male	3.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.45	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.37	0.00
English Learners	1.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Jefferson School maintains a school safety plan, which is updated annually by the School Site Council Safety Committee, whose members include administrators, employees, parents, students, and local law enforcement. A high priority is placed on disaster preparedness. Comprehensive safety plans have been created and reviewed by staff and they are discussed at

2024-25 School Safety Plan

monthly staff meetings. The Principal, Administrative Assistant, and Head Custodian meet weekly to discuss and collaborate on safety plans, drills, and other safety-related concerns. We also collaborate after each drill to make needed adjustments and changes.

The district requires monthly fire drills and other emergency drills (earthquake, lockdown, shelter in place) to be held to prepare students and staff in the event of a genuine emergency. Staff also debriefs after every drill to troubleshoot for future emergency situations. A complete emergency procedures guide is posted in each classroom, the office, and the staff room, describing procedures for emergency situations. All school buildings are equipped with backpacks containing emergency and first-aid supplies. The school safety plan is reviewed during the first month of school and updated throughout the school year to ensure personnel is correct, staff and students are aware of procedures, and our students and staff are safe. The school safety committee walks the campus with a local officer, discusses areas for improvement, and makes those improvements. Furthermore, the fire inspector attends at least one drill each year to ensure we keep students safe, are as prepared as possible for emergencies, and that the responders (alarm company and officials) respond appropriately.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29		12	
Mathematics	26	2	5	1
Science	29		5	1
Social Science	29		6	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33		6	6
Mathematics	27	2	5	1
Science	33		2	4
Social Science	33		2	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	2	10	6
Mathematics	25	5	5	1
Science	29	2	3	4
Social Science	29		7	2

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,953	\$3,241	\$7,712	\$91,614.18
District	N/A	N/A	\$10,526	\$86,409
Percent Difference - School Site and District	N/A	N/A	-30.9	5.8
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-33.1	-2.7

Fiscal Year 2023-24 Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,107	\$57,839
Mid-Range Teacher Salary	\$83,347	\$90,040
Highest Teacher Salary	\$108,872	\$118,647
Average Principal Salary (Elementary)	\$137,910	\$144,639
Average Principal Salary (Middle)	\$137,910	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$199,709	\$229,986
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Jefferson School District is known for its commitment to enhancing teacher effectiveness and student learning outcomes. GLAD strategies are an integral part of the Jefferson School District's instructional framework, fostering language acquisition and academic success. The district's commitment to implementing GLAD strategies aligns with research-based practices for language development and provides a foundation for creating language-rich classrooms. Teachers demonstrate a strong understanding and application of GLAD strategies in diverse classrooms. Continuous training and support for educators ensure the sustained implementation of GLAD strategies, which provides a positive impact observed on student engagement and language acquisition.

The PLC process at Jefferson School District serves as a catalyst for collaborative learning and professional growth. Teachers and staff actively engage in reflective practices, data analysis, and shared decision-making to improve instructional practices and student achievement, which ensures the commitment to a culture of collaboration and shared responsibility. Effective use of data-driven discussions are used to inform instructional decisions. Regular PLC meetings provide a platform for educators to address challenges and celebrate successes.

Jefferson School District prioritizes providing diverse professional learning opportunities to empower educators and strengthen instructional practices. These opportunities encompass workshops, conferences, and online courses that align with district goals and individual teacher needs. A variety of professional development options cater to different learning preferences. Regular needs assessments help tailor professional learning opportunities to educators' specific requirements. The integration of technology is used to facilitate continuous learning and development.

The partnership with McRel International has been a cornerstone in enhancing instructional leadership and fostering a data-informed culture within the district. McRel's research-based frameworks provide valuable insights that guide decision-making at both the school and district levels. McRel International provides access to high-quality research and resources that inform instructional practices. Professional development sessions conducted by a McRel expert (Cheryl Abla) contribute to the capacity-building of educators and administrators. The district utilizes integration of McRel frameworks into the district's strategic planning and continuous improvement processes.

Jefferson School District's commitment to professional development through GLAD strategies, the PLC process, professional learning opportunities, and collaboration with McRel International is commendable. By leveraging these insights, the district can further enhance its professional development initiatives and contribute to the overall success of both educators and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4		10