

Jefferson Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	Jefferson Elementary
Street	4091 West 139th St.
City, State, Zip	Hawthorne, CA 90250-7393
Phone Number	(310) 676-9423
Principal	Esau Berumen
Email Address	eberumen@hawthorne.k12.ca.us
School Website	www.hsdjefferson.org
County-District-School (CDS) Code	19645926013973

2023-24 District Contact Information

District Name	Hawthorne School District
Phone Number	(310) 676-2276
Superintendent	Dr. Brian Markarian
Email Address	bmarkarian@hawthorne.k12.ca.us
District Website	www.hawthorne.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

At Jefferson School, our mission and commitment are to provide the best educational program possible for our students. We are dedicated to ensuring that our school provides a welcoming, safe, stimulating environment where students are actively involved in learning academics along with positive values and self-discipline. We are committed to building a team effort among families, staff, district, and the community to assist all students in developing skills to become independent, self-sufficient, successful adults who will contribute responsibly to the community. Jefferson School embraces a vision of excellence and a commitment to every learner. Our role as educators is to empower every child with a solid educational foundation, serving as a key to opening the doors of opportunity and future possibilities. Through a rigorous curriculum, collaboration, and trust within the school community, we at Jefferson are committed to ensuring that all learners will not only meet but exceed grade-level standards. This year, students will be assessed in math and language arts each trimester to show data for areas of growth or decline. The fifth-grade students will be assessed in science and physical education as well. Jefferson's School Site Council and leadership teams will use this data to drive our instruction. Our Visual and Performing Arts program (K-2nd grades) and our Project Lead The Way program (1st-5th grade) provides enrichment experiences for students and families. These programs set the foundation for a love of arts and Science, Technology, Engineering, and Math that will be sustained throughout our students' lives.

Mission Statement

The mission of Jefferson School is to create and maintain a safe and nurturing learning environment that ensures all students are working toward mastery of the California content standards, as determined by state and national measures. We are committed to implementing a consistent and comprehensive support system to ensure this outcome. We will achieve this mission through cooperation between teachers, support staff, students, and parents.

School Vision

A diverse community of lifelong learners who excel and positively contribute to an advancing global society.

School Profile

Jefferson School is located in the northeastern region of Hawthorne and serves students in grades kindergarten through fifth while following a traditional calendar. At the beginning of the 2023-2024 school year, 519 students were enrolled, including 5% in special education, 34% qualifying for English Language Learner support, and 82% qualifying for free or reduced-price lunch.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	81
Grade 2	83
Grade 3	97
Grade 4	71
Grade 5	89
Total Enrollment	519

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.2%
Asian	3.5%
Black or African American	16.2%
Filipino	0.6%
Hispanic or Latino	71.7%
Native Hawaiian or Pacific Islander	1.9%
Two or More Races	0.4%
White	3.1%
English Learners	33.5%
Foster Youth	0.6%
Homeless	0.6%
Socioeconomically Disadvantaged	64.4%
Students with Disabilities	4.8%

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)	23.30	95.89	340.50	93.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.11	14.10	3.89	12115.80	4.41
Unknown	0.00	0.00	8.30	2.30	18854.30	6.86
Total Teaching Positions	24.30	100.00	363.60	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)	25.60	99.42	346.70	91.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.22	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	2.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.58	6.70	1.79	11953.10	4.28
Unknown	0.00	0.00	15.80	4.19	15831.90	5.67
Total Teaching Positions	25.80	100.00	378.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	1.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's list of standards-based materials adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On October 11, 2023, the Hawthorne School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees also adopted Resolution #9 to certify as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-2024 school year, the Hawthorne School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2009 SRA/McGraw-Hill; 2017 Benchmark Education Co.: Benchmark Advance	Yes	0%
Mathematics	2009 Harcourt: HSP Math; 2015 Pearson: enVisionMATH	Yes	0%
Science	2020 McGraw Hill: California Inspire Science	Yes	0%
History-Social Science	2017 California Studies Weekly	Yes	0%
Health	2006 Harcourt Houghton Mifflin	Yes	0%
Visual and Performing Arts	Art: 2007 SRA/McGraw Hill; Music: 2005, 2008 Edition Pearson, Scott Foresman	Yes	0%

School Facility Conditions and Planned Improvements

The Hawthorne School District takes great efforts to ensure that all schools are clean, safe, and functional. The district's Maintenance Department inspects each school site on an annual basis using the Facility Inspection Tool (FIT) developed by the State of California OPSC to identify unsafe or hazardous conditions and improvement needs. Deficiencies noted in the FIT were corrected immediately by either site custodial or district maintenance staff. The results of the FIT are available at the school site and at the district office. The district passed Measure HSD in November 2018 and will use inspection results to prioritize facilities and infrastructure upgrades and improvements to ensure bond dollars are used wisely. Bond projects completed district-wide include: HVAC replacement, roofing, asphalt and slurry coating, and new flooring at multiple sites.

Jefferson Elementary School's original facilities were built in 1949. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. Site custodial and district maintenance staff utilize a work order process to ensure that repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority. The custodian inspects the grounds and facilities for safety hazards or other conditions that require attention prior to the start of the school day. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report

October 2023

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			cluttered, walls covered with fabric, needs cord covers, torn window screen,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			carpets stained
Electrical	X			lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			outlets, access panels, switch plates, junction boxes and/or fixtures are not properly covered and secured from pupil access, exit is blocked at rear of room
Structural: Structural Damage, Roofs	X			cracked ceiling tile at entry
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	45	40	41	47	46
Mathematics (grades 3-8 and 11)	35	40	29	31	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes 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	251	243	96.81	3.19	44.86
Female	116	113	97.41	2.59	50.44
Male	135	130	96.30	3.70	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	39	39	100.00	0.00	41.03
Filipino	--	--	--	--	--
Hispanic or Latino	183	176	96.17	3.83	43.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	79	71	89.87	10.13	14.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	208	98.11	1.89	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes 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	251	251	100.00	0.00	39.84
Female	116	116	100.00	0.00	33.62
Male	135	135	100.00	0.00	45.19
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	39	39	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	183	183	100.00	0.00	37.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	79	79	100.00	0.00	29.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	212	100.00	0.00	41.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.50	26.14	20.79	20.70	29.47	30.29

2022-23 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	88	88	100.00	0.00	26.14
Female	45	45	100.00	0.00	28.89
Male	43	43	100.00	0.00	23.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	65	65	100.00	0.00	26.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	8.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	30.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	100%	100%	100%	100%	100%

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.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, letters, newsletters, the school marquee, the school website, School Messenger, teacher notices, and Facebook. Contact the principal, Josh Godin, at (310) 676-9423 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone Field Trips
- Classroom Helper
- Fundraising Activities
- Library Helper
- Office Helper
- Playground Supervision
- Cafeteria Helper
- Crosswalk Assistance

Committees:

- English Learner Advisory Council (ELAC)
- Parent Teacher Organization
- School Site Council
- Parents to the Rescue
- Art Docents
- Garden Committee
- Lunch Bunch

2023-24 Opportunities for Parental Involvement

School Activities:

Back to School Night
Movie Night
Open House
Parent Education Workshops
Curriculum Nights
Family Fun Nights
Parent/Teacher Conferences
Hawthorne Parent Academy Workshops
Student Performances
After School Classes for Homework & Enrichment
Grades of Green Recycle Program
Spirit Weeks
Grade Level Parent Student Picnics
Family Art Night
Family Health Night
Coffee with the principal
Family Fitness Friday
McTeacher Night
Awards Assemblies
Multicultural Night

Events:

Trimester Awards
Student of the Month Awards
Coffee with the Principal
Parent workshops
Parent information meetings
Harvest Parade Event
Art Docents
Family Picnics

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	568	551	164	29.8
Female	285	276	75	27.2
Male	283	275	89	32.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	23	23	4	17.4
Black or African American	101	96	25	26.0
Filipino	3	3	0	0.0
Hispanic or Latino	397	386	120	31.1
Native Hawaiian or Pacific Islander	12	12	8	66.7
Two or More Races	2	2	0	0.0
White	19	18	5	27.8
English Learners	195	190	68	35.8
Foster Youth	6	6	3	50.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	480	467	146	31.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	17	58.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.34	0.35	0.04	3.51	4.18	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0
Female	0.35	0
Male	0.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.99	0
Filipino	0	0
Hispanic or Latino	0.25	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.45	0

2023-24 School Safety Plan

The Comprehensive School Safety Plan is developed in consultation with the district office, law enforcement, and fire officials to fulfill Senate Bill 187 requirements. Components of this plan include Child abuse reporting procedures, disaster response procedures, suspension and expulsion policies and procedures, procedures for teacher notification of dangerous pupils, discrimination and harassment policies, dress code policies, procedures for safe arrival and departure from school, and disciplinary rules and procedures specific to our school. The safety plan also includes action plans for creating a caring and connected school climate and a physical environment that communicates respect for learning. Jefferson Elementary's safety plan was discussed at a public meeting on December 7, 2023, and approved by School Site Council on January 17, 2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		3	
1	24		4	
2	24		3	
3	22		4	
4	29		3	
5	26		3	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	4	
1	13	3	3	
2	13	6	1	
3	10	4	3	
4	15	3	3	
5	14	4	3	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	0
1	27	0	3	0
2	17	2	3	0
3	19	1	4	0
4	19	1	0	1
5	30	0	3	0
6	0	0	0	0
Other	35	0	0	1

2022-23 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	519

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$9,714.57	\$714.35	\$9,000.22	\$98,771.00
District	N/A	N/A	\$3,809.90	\$97,610
Percent Difference - School Site and District	N/A	N/A	81.0	1.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	16.8	9.8

Fiscal Year 2022-23 Types of Services Funded

For the 2022-2023 school year, Hawthorne School District spent an average of \$17,784.09 of total general funds to educate each student (based on 2022-2023 unaudited financial statements and in accordance with calculations defined in Education Code §41372). In addition to general funds received from the state, Hawthorne School District receives funds from state and federal categorical programs and local sources that are used to support and assist students. Programs and services include but are not limited to Literacy and Math coaches; Specialized STEM education, afterschool enrichment, and intervention classes; Dean of Students, Counselors; attendance support and intervention; bullying prevention and other social-emotional learning programs; medical services; and parental involvement.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$53,732	\$54,215
Mid-Range Teacher Salary	\$88,518	\$86,843
Highest Teacher Salary	\$113,613	\$111,440
Average Principal Salary (Elementary)	\$140,795	\$140,851
Average Principal Salary (Middle)	\$140,795	\$147,065
Average Principal Salary (High)	\$146,159	\$142,189
Superintendent Salary	\$259,380	\$252,466
Percent of Budget for Teacher Salaries	33.38%	33.16%
Percent of Budget for Administrative Salaries	5.53%	5.15%

Professional Development

All training and curriculum development activities at Jefferson School revolve around the California State Standards. During the 2022-2023 school years, Jefferson School held staff development training devoted to (all trainings are on Wednesdays after students are dismissed):

- Bully Prevention
- Classroom Management
- Common Core State Standards in English Language Arts and Mathematics
- English Learner Student Achievement
- Formative Assessment
- SAVVAS Math Curriculum and Instruction
- Benchmark Advance
- Technology Training
- Footsteps to Brilliance
- Positive Behavior Intervention and Support (PBIS)
- The Science of Reading LETRS
- ST Math
- Capturing Kid's Hearts
- Reflex Math
- IAB's
- Attendance

Professional Development

Decisions concerning the selection of staff development activities are performed by the principal, the literacy coach, the special projects teacher, and the math coach using tools such as state assessment results, district benchmark results, data analysis, parent suggestions, needs assessment, unit planning, and end-of-unit exams to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Jefferson School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade-level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. The staff development sessions will be after school, on teacher prep days, and on student-free days.

During the 2022-2023 school years, Jefferson School's teachers had the opportunity to attend the following event hosted by the Hawthorne School District:

- SAVVAS Mathematics
- Project-Based Learning
- High-Quality Physical Education
- English Language Arts Program Basics – Foundational Skills
- Fluency and Comprehension
- Taking a Closer Look – Comprehension and Writing
- English Language Development (ELD), Integrated ELD and Designated ELD
- Using Math Manipulatives
- Footsteps to Brilliance
- Google Docs Training
- Technology Training
- Classroom Management Using PBIS Strategies
- Math Pedagogy and the EL Student
- Writing
- Clever
- Google Classroom
- Kami
- Newline Interactive Board
- Google Meets
- Project Lead The Way
- NGSS
- Power Teacher Pro
- Preparing for Success with EL's
- Second Step: Social-Emotional Learning
- Arts Integration: Benchmark Advance Unit #5
- Substance Abuse
- ELA-Writing
- Math-Formative Assessment Strategies
- EL-Scaffolding Writing for EL's
- STEM-Supporting Students in Science
- STEM- Connecting Language and Science
- Mental Health
- Footsteps2Brilliance Overview and Refresher for Teachers New to Footsteps to Brilliance
- Footsteps2Brilliance Phonics and the Science of Reading
- Footsteps2Brilliance Writing with Footsteps to Brilliance
- ELA: Preparing for Success with ELA
- STEM: Connecting Life Science and Benchmark Advance
- Math: Preparing for Success with Math

Jefferson School supports new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff is encouraged to attend professional development workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

Professional Development

For the 2022-23 school year, Jefferson Elementary provided 16 full-day professional development sessions and 18 partial-day professional development sessions.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	48	42	41