

Jefferson Elementary 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 Elementary School
Street	221 Old Hernandez Road
City, State, Zip	Paicines, CA 95043
Phone Number	(831) 389-4593
Principal	Elizabeth Volmer
Email Address	evolmer@sbcoe.org
School Website	
Grade Span	K-8
County-District-School (CDS) Code	35-67488-0000000

2024-25 District Contact Information

District Name	Jefferson Elementary School District
Phone Number	(831) 389-4593
Superintendent	Elizabeth Volmer
Email Address	evolmer@sbcoe.org
District Website	sbcoe.k12.ca.us/districts/jefferson.

2024-25 School Description and Mission Statement

School Mission, 2024-2025
The mission of Jefferson School is to develop the intellectual, artistic, social, physical and emotional capacities of each child through differentiated instruction so as to enable all students to succeed academically, develop personally, achieve their goals, and move forward on a path toward college and career. We endeavor to make learning meaningful and joyful and in doing so foster in students a love of learning that will last a lifetime. We strive to provide this education in a safe, nurturing, environment where the dignity and uniqueness of every child is recognized and respected. We strive to engage all stakeholders, especially parents, in this grand educational endeavor.

2024-25 School Description and Mission Statement

School Description, 2024-2025

Jefferson Elementary, the only school in the Jefferson School District, is located in Paicines, California near Pinnacles National Park. There are no businesses or services in this small, rural and somewhat remote district with the nearest city, Hollister, located 35 miles away. The school consists of two buildings one of which contains a large K-8 classroom and office, while the second building, a multipurpose room, has the potential to double as a community center after school hours. At the beginning of the 2024-2025 school year, four students in grades K-8 enrolled at Jefferson. 50% of Jefferson students were Hispanic, 50% of students were English Learners, and 0% receive Special Education services. The district employs one full time credentialed teacher who also serves as the principal and superintendent and a part time Instructional Aide.

The Educational Program, 2024-2025

Though the school is small, the instructional program is rigorous, engaging, and focused on student growth and academic achievement. California Core State standards are taught in all subjects and a variety of data is utilized to set goals, drive instruction, gauge student progress, and measure program effectiveness. Assessments include formative and ongoing assessment through STAR 360, annual tests such as ELPAC and CAASPP, as well ongoing assessment utilized within lessons each day. Based on that data, instruction is highly differentiated for every student throughout the school day within small group, whole group, and one-on-one instruction from the Teacher/Principal. Core and supplemental programs include Envision math, and Houghton Mifflin ELA, Social Studies Weekly and Discovery Education science. Every student has a laptop and technology is integrated in teaching and learning on a daily basis. Finally, the students receive a broad curricular experience through science and social studies instruction, experiments, field trips, STEAM activities, art projects, and musical performances. Jefferson Elementary truly provides an enriching and safe experience for all students.

Testing Note: Due to the small enrollment of students at Jefferson (<10 students), achievement data is not reported in the SARC in order to preserve the rights for confidentiality of each student.

School Goals, 2024-2025

MAINTENANCE GOAL #1

Jefferson Elementary will provide a high quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment.

STATE PRIORITIES: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning)

FOCUSED GOAL #2

Jefferson will assess students to determine current proficiency levels and provide core instruction, interventions and supports through a high quality teaching program to ensure that each student will meet his or her learning potential.

STATE PRIORITIES: Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

BROAD GOAL #3

Jefferson Elementary will engage parents, community members, and other stakeholders in developing a positive climate and system of support centered around a "Growth Mindset" for students and families as we work together to ensure that each student ensures his or her emotional, social, and physical well being.

STATE PRIORITIES: Priority 3: Parental Involvement (Engagement); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement)

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 4	1
Grade 8	1
Total Enrollment	4

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25%
Male	75%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0%
Black or African American	0%
Filipino	0%
Hispanic or Latino	50%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0%
White	50%
English Learners	0%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	100%
Students with Disabilities	0%

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)	1.00	100.00	1.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	1.00	100.00	1.00	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)	0.80	100.00	0.80	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	0.80	100.00	0.80	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)	0.90	100.00	0.90	100.00	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	0.90	100.00	0.90	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	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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	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)	0.00	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 textbooks and instructional materials used at the school are from the most recent adoption and sufficient textbooks and instruction materials are available for each student as shown by the McKenney Vento reporting document and correlating inventory. Supplementary curriculum includes ST Math, Footsteps 2 Brilliance, and Reading A to Z.

Year and month in which the data were collected September, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: "Journeys," K-5; and Houghton Mifflin: "Collections," 7-8 Adopted 2016-2017.	Yes	0%
Mathematics	Pearson Scott Foresman: "EnVision Math," K-6; and McGraw Hill: "CA Math, Courses 1,2,3" for grades 6-8; Houghton Mifflin, Agebra 1 Adopted 2014-2015	Yes	0%
Science	Discovery Education, CA Science K-8 Adopted 2020-2021	Yes	0%
History-Social Science	Social Studies Weekly TK-9 Adopted 2022	Yes	0%
Foreign Language	N/A Course not offered.		N/A
Health	N/A Course not offered.		NA
Visual and Performing Arts	N/A Textbooks not adopted by CDE		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

The school facility is inspected on a routine and ongoing basis by the school staff and independent inspectors. The teacher/principal performs informal inspections daily, and because she resides on site, she is able to identify hazard areas within 24 hours. Keenan and Associates formally inspect the school facility and grounds annually and submit a report on findings. Once each year, the teacher/principal inspects the facility using the State Facility Inspection Tool (FIT). The FIT provides a guide and criteria for evaluating the condition of school facilities resulting in ratings of good, fair or poor. The results from the most recent inspection, conducted by the Teacher/Principal and Instructional Aide in October 2024, resulted in ratings of "Fair to Good" for individual systems and an overall rating of "Good" meaning that the overall facilities are maintained in good repair with isolated, non-critical deficiencies that are in the process of being mitigated and one major repair noted. Facility improvements are being considered by the School Board such as generators, repairs to the black top, new fencing, etc.

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			
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: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The blacktop was repaired in 2021, but the cracks have returned. The funds do not pose a significant hazard to students as determined by an outside entity.

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)	--	--	--	--	46	47
Mathematics (grades 3-8 and 11)	--	--	--	--	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	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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)					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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

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	N/A	N/A	N/A	N/A	N/A
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	N/A	N/A	N/A

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

Jefferson district is governed by a 5-member school board comprised community members elected by voters. The school board holds monthly meetings during which parent and community members have the opportunity to give input to school board decisions. A calendar of meetings is sent out to parents and monthly agendas are posted to encourage parent/community involvement in governance issues. The Teacher/Principal has frequent communication through formal and informal meetings to obtain feedback and share student progress. These conversations play a critical role in development of the LCAP. By participating in annual surveys and interviews and attending Board meetings, parents can affect important decisions related to school improvement.

The school continues to seek to involve the whole community. Announcements pertaining to school events and organized opportunities for parent/community involvement are posted outside the school, sent home to parents, and transmitted online. With the improved bandwidth and access to technology, the school staff is implementing ways to develop ways to share more information online through Class Dojo, and Google Classroom. Parents continue to participate in biannual parent/teacher goal-setting conferences, and family participation events such as the school/community winter play, field trips, STEAM activities, Spelling Bees, the science fair, and many more.

For further information about parent and community participation, please contact the teacher, Mrs. Volmer at 831-389-4593.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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 and expulsions data.

Rate	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
Suspensions							3.17	3.6	3.28
Expulsions							0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

The Comprehensive School Safety Plan was reviewed and revised by the principal in January 2025. 3 No major revisions were needed. The Teacher Principal developed the guidelines in collaboration with Public Health and other local superintendents. The use of Emergency Backpacks was reviewed and backpacks inventoried and stocked. The Hazardous Materials binder is compliant with state guidelines and expectations. An approved safety inspection tool was used a guide for conducting inspections of the facilities and grounds and the facilities currently have a “Good” rating. The principal developed a schedule, in accordance with law, for holding fire, earthquake and lock-down drills. The staff is certified in Child Abuse Reporting and

2024-25 School Safety Plan

Sexual Harassment Laws and Prevention. The school is in compliance with the laws, rules, and regulations pertaining to school safety. Termite fumigation was completed in December 2024.

Key elements of the Comprehensive School Safety Plan include the following:

- School rules and procedures pertaining to discipline
- Policies regarding harassment, discrimination, intimidation
- Child abuse reporting procedures
- Policies related to suspension/expulsion,
- Anti-tobacco & alcohol policies
- Disaster procedures & emergency drills

* Crisis Response

- Safe ingress & egress of pupils, parents and staff
- Storing, using, and handling hazardous materials
- Inspections of school facilities and grounds
- Bullying and Violence Prevention

* Cyberbullying

* Field Trip Safety

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.

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	1	1		
1	1	1		
5	2	1		

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	1	1		
4	1	1		
6	1	1		

2023-24 Elementary 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 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
Other	4	1	0	0

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$38,958	\$9,356	\$29,602	\$65,000
District	N/A	N/A	\$29,602	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	93.3	-20.0

Fiscal Year 2023-24 Types of Services Funded

In 2023-2024, Jefferson School received state and federal categorical funding for the following support programs:

- Title II -Staff Development
- Rural Education Achievement Program (REAP)

Jefferson received a federal grant award from the Rural Education Achievement Program. The funds are “restricted,” that is, available for use only for supplemental programs, goods and services. Funds were used in 2022-2023 to improve teacher quality, support academic achievement, increase educational technology, and support English language acquisition. Additionally, funds were used to provide instructional support through the Instructional Assistant.

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		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	31%	26%
Percent of Budget for Administrative Salaries	3%	6%

Professional Development

The primary of focus areas for professional development at Jefferson School are determined by student achievement data; School LCAP Goals; and the expressed and observed needs of teachers.

2024-2025

Jefferson staff consists of two employees: the Teacher/Principal and a part time Instructional Aide. The Teacher/Principal is in her seventh year of working at Jefferson Elementary, and the district hired a part-time Instructional Aide in August 2024 to support the instructional support for the primary students. The Teacher Principal continues to receive ongoing professional development through the San Benito County Office of Education at monthly PLN and Superintendent meetings. She also completes online training and webinars covering safety topics, state testing requirements and certification, and so forth. The Instructional Aide receives training from the Teacher/Principal, the San Benito County Office of Educaiton, Keenan, and other outside organizations contracted through the district.

2023-2024

Jefferson staff consists of two employees: the Teacher/Principal and an Instructional Aide. The Teacher/Principal is in her sixth year of working at Jefferson Elementary, and the district hired a full-time Instructional Aide in July 2023 to support the needs of the Special Education students and primary students. The Teacher Principal continues to receive ongoing professional development through the San Benito County Office of Education at monthly PLN and Superintendent meetings. She also completes online training and webinars covering safety topics, state testing requirements and certification, and so forth. The Instructional Aide receives training from the Teacher/Principal, the San Benito County Office of Educaiton, Keenan, and other outside organizations contracted through the district, such as the CPR training held in September 2023.

2022-2023

The Jefferson staff currently consists of one person: the Teacher Principal. The Instructional Aide moved outside of the state in 2022 and due to the low number of students, the position remains open at this time. The Teacher Principal continues to receive ongoing professional development through the San Benito County Office of Education at monthly PLN and Superintendent meetings. She also completes online training and webinars covering safety topics, state testing requirements and certification, and so forth.

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	10	10	10