

Jefferson School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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

2025-26 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

2025-26 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 areas for improvement. Our goal is to foster understanding and support for Jefferson School through increased awareness of accountability programs for student achievement and the processes used to meet established standards and goals. This SARC is published annually. The statistics reported reflect the 2024–25 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

As the Jefferson School District has grown, Jefferson School has remained grounded in the three characteristics that have consistently made it one of the finest schools in Tracy: high quality teaching, strong community involvement, and high academic standards for all students. Teachers at Jefferson work long hours and consistently go the extra mile to support student learning, both academically and in life skills. Equally important, Jefferson has remained a close knit campus that values community and connection. This is strengthened by the Jefferson School Board's commitment to small class sizes and by the dedication of our staff to our students and their families. Jefferson students continue on to be successful in high school, college, and the professional world. This success is reflected in Jefferson School being named a California Distinguished School five times, most recently in 2024.

Our goals for the school year focus on teachers serving as lifelong learners and collaborating with grade level colleagues to research best practices, while delivering a robust curriculum alongside strong social and emotional support. A continued emphasis this year has been on student engagement and meaningful discourse in the classroom, with a deliberate focus on students doing the talking. Research consistently shows that when students are actively involved in lessons and collaborate with their peers, they learn more deeply and are better able to demonstrate their understanding. We continue to work closely with our District Director of Curriculum and Instruction and to share best practices with other schools through weekly professional learning community meetings. Site Leadership Team members guide small content area teams as they research best practices, develop SMART goals for student learning, create common formative assessments, analyze data, and collaboratively plan strategies to increase student engagement and connection to the curriculum. Jefferson is proud to continue this collaborative work across the district and to move forward together on our PLC journey.

2025-26 School Description and Mission Statement

Our mission at Jefferson School remains unchanged. We take collective responsibility to empower all students to reach their fullest academic, physical, and social potential. This shared commitment aligns seamlessly with our school vision. Jefferson provides a safe, nurturing, and encouraging environment where growth is the goal, failure is not an option, and staff and students strive for success. We are committed to meeting students where they are and intervening when necessary through a tiered approach that begins in the classroom. Support for English learners, special populations, and Gifted and Talented Education students is differentiated both within the classroom and through additional support services.

Our work extends beyond academics to address behavioral and social needs. Discipline at Jefferson is grounded in restorative practices, providing students with multiple opportunities to learn from their choices, reflect on their actions, and repair any harm caused. We believe every situation presents teachable moments and take pride in helping students grow through reflection and accountability. Our on site counselor and therapist support students and families with mental health needs, trauma, and other challenges. All students receive weekly instruction through our character education program, Project Wisdom, along with weekly lessons from our social and emotional curriculum, Second Step. We also recognize positive behavior through CREED tickets, allowing students to earn rewards while reinforcing a positive school climate. In addition, our Kindness Wall continues to serve as a meaningful way for students, staff, and families to share uplifting messages that are displayed throughout the front office and cafeteria.

Jefferson School's Associated Student Body takes pride in playing an active role on campus. ASB oversees its budget, activities, and schoolwide decisions, and all students are welcome to attend weekly meetings held on Wednesdays. Throughout the year, ASB hosts a variety of events, assemblies, rallies, and dances that strengthen school spirit and community. Athletics continue to thrive at Jefferson, with opportunities for students to participate in coed volleyball, boys basketball, girls basketball, coed soccer, coed flag football, coed cross country, and coed track and field. In addition to athletics, students can participate in multiple music performances and a spring musical. Our Science and Math Olympiad teams remain strong components of our school culture, supported this year by parent volunteers who assist with coaching.

Jefferson School is committed to educating the whole child. We recognize that academic, mental, and social well being must be balanced to ensure long term student success. Our staff consistently goes above and beyond to support every student, and that commitment is evident throughout our campus. I am honored to serve as the principal of Jefferson School and look forward to another 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.

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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	91
Grade 6	79
Grade 7	84
Grade 8	134
Total Enrollment	388

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.8
Asian	42.3
Black or African American	2.3
Filipino	2.6
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.4
White	18.3
English Learners	8.8
Foster Youth	0.8
Homeless	0.5
Socioeconomically Disadvantaged	25.8
Students with Disabilities	10.3

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.

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)	15.6	87.75	86.3	83.97	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.81	4.5	4.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	4.72	7.1	6.99	11953.1	4.28
Unknown/Incomplete/NA	0.8	4.66	3.7	3.68	15831.9	5.67
Total Teaching Positions	17.8	100	102.8	100	279044.8	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.

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	71.53	85.1	75.35	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	5	4.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	15.25	15	13.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	8.13	4.8	4.29	11746.9	4.23
Unknown/Incomplete/NA	1	5.08	2.9	2.65	14303.8	5.15
Total Teaching Positions	19.6	100	113	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	14.8	64.48	84.5	68.72	230039.4	100
Intern Credential Holders Properly Assigned	1	4.35	9.5	7.72	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	13.04	18.8	15.31	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	14.48	7.8	6.37	12112.8	4.34
Unknown/Incomplete/NA	0.8	3.61	2.2	1.86	13705.8	4.91
Total Teaching Positions	23	100	123	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	3	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.6
Local Assignment Options	0.80	1.6	2.6
Total Out-of-Field Teachers	0.80	1.6	3.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	16.9	8.1
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	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 CommonLit 360, CommonLit (6-8) - 06/2025	0%
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	0%
Science	STEMscopes Early Explorer, Accelerate Learning (TK) - 04/2021 STEMscopes CA NGSS 3D, Accelerate Learning (K-8) - 04/2021	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	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.

School Facility Conditions and Planned Improvements

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

7/29/2024

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			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	74	60	61	47	48
Mathematics (grades 3-8 and 11)	73	71	54	58	35	37

2024-25 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	386	384	99.48	0.52	74.41
Female	188	187	99.47	0.53	80.21
Male	198	197	99.49	0.51	68.88
American Indian or Alaska Native	--	--	--	--	--
Asian	166	165	99.40	0.60	89.09
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11	0.89	55.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	70.59
White	67	67	100.00	0.00	77.61
English Learners	27	26	96.30	3.70	19.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	101	99.02	0.98	57.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	15.79

2024-25 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	386	384	99.48	0.52	71.35
Female	188	187	99.47	0.53	73.26
Male	198	197	99.49	0.51	69.54
American Indian or Alaska Native	--	--	--	--	--
Asian	166	165	99.40	0.60	87.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11	0.89	54.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	82.35
White	67	67	100.00	0.00	64.18
English Learners	27	26	96.30	3.70	26.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	101	99.02	0.98	55.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	18.42

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	67.6	66.37	50	52.99	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	225	100.00	0.00	65.78
Female	107	107	100.00	0.00	68.22
Male	118	118	100.00	0.00	63.56
American Indian or Alaska Native	--	--	--	--	--
Asian	99	99	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	67	100.00	0.00	47.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	92.31
White	33	33	100.00	0.00	48.48
English Learners	15	15	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00	0.00	48.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	15.00

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100.0	100.0	100.0	100.0	100.0
Grade 7	98.9	96.8	97.9	97.9	98.9
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement
We are grateful to have an outstanding Parent Faculty Association (PFA) that is deeply committed to serving the Jefferson and Monticello Elementary School communities. Our PFA dedicates countless hours to planning, organizing, and supporting programs, events, and initiatives that directly benefit all students. Throughout the year, the PFA has supported a wide range of activities at Jefferson, including first-day-of-school ice cream for students, staff appreciation events, sixth-grade Science Camp, family movie nights, the Kindness Wall program, snacks for CAASPP testing, and eighth-grade end-of-year activities, among many others. The PFA's primary fundraiser is the annual School Carnival, which was held in September and was well attended by families from both Jefferson and Monticello. Parents who are not yet members are always encouraged to join and support the important work being done for our students and staff. PFA meetings are held regularly and alternate between the Jefferson and Monticello Elementary School campuses. Parents also have multiple opportunities to engage in school leadership and volunteer efforts through participation in the English Learner Advisory Committee (ELAC), School Site Council (SSC), GATE activities, the Safety Team Committee, graduation committees, and classroom and schoolwide volunteer opportunities. We warmly welcome parents on campus and value their involvement throughout the school year. To further strengthen parent engagement, Jefferson hosts a monthly "Coffee and Conversation with the Principal," providing families with an opportunity to connect, ask questions, and learn about the many positive initiatives taking place on campus. In an effort to accommodate families who work during the school day, an evening virtual session was also implemented. Meeting topics and presentation materials are recorded and shared with families who are unable to attend live. Communication with families remains a priority. Our digital marquee highlights school successes and promotes upcoming events, while a weekly newsletter keeps families informed and engaged. Daily morning announcements are delivered digitally in classrooms and are also posted on the school website for families to access. Additionally, two televisions—one located in the main office and one in the cafeteria—are used to share positive messages, announcements, and celebrations. This initiative

2025-26 Opportunities for Parental Involvement

has been well received by students and families, and we look forward to expanding this platform in the future.

For more information on how to become involved, families are encouraged to contact the front office or reach out to our parent group directly at mjpfa6@gmail.com

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2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	396	395	26	6.6
Female	191	191	15	7.9
Male	205	204	11	5.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	168	168	1	0.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	113	16	14.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	1	5.9
White	72	72	7	9.7
English Learners	37	37	3	8.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	104	103	12	11.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	4	9.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.24	1.89	5.3	2.87	2.21	2.88	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.30	0.00
Female	1.05	0.00
Male	9.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.38	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.76	0.00
White	5.56	0.00
English Learners	5.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.36	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.

2025-26 School Safety Plan

Jefferson School maintains a comprehensive School Safety Plan that is reviewed and updated annually by the School Site Council Safety Committee. Committee membership includes administrators, staff members, parents, students, and local law enforcement representatives. Disaster preparedness is a high priority, and comprehensive safety procedures are developed, reviewed, and communicated regularly. Safety plans are discussed at monthly staff meetings to ensure continued awareness and readiness.

The Principal, Administrative Assistant, and Head Custodian meet monthly to collaborate on safety planning, emergency drills, and campus safety concerns. Following each drill, the administrative team debriefs to evaluate effectiveness and implement any necessary adjustments or improvements.

The district requires monthly fire drills, as well as additional emergency drills throughout the year, including earthquake, lockdown, and shelter-in-place procedures, to prepare students and staff for potential emergencies. Staff members debrief after every drill to identify areas for improvement and strengthen future responses. A comprehensive emergency procedures guide is posted in every classroom, the main office, and the staff room, outlining protocols for a variety of emergency situations. All school buildings are equipped with emergency backpacks containing first-aid and safety supplies.

The School Safety Plan is reviewed with staff during the first month of school and updated as needed throughout the year to ensure accurate personnel information, reinforce procedures, and maintain a safe learning environment. Members of the School Safety Committee conduct regular campus walkthroughs with a local law enforcement officer to identify areas for improvement and ensure recommended enhancements are addressed. In addition, the fire inspector attends at least one drill annually to confirm that safety systems are functioning properly, emergency responders are notified appropriately, and the school remains well prepared to protect students and staff.

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.

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
TK	NA	NA	NA	NA
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	31	0	4	0
6	32	0	2	2
Other	5	1	0	0

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
TK	NA	NA	NA	NA
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	30	0	4	0
6	32	0	4	0
Other	16	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	NA	NA	NA	NA
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	30	0	3	0
6	25	0	3	0
Other	16	1	0	0

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	0	0	6
Mathematics	33	0	5	1
Science	33	0	2	4
Social Science	33	0	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	32	0	8	0
Mathematics	32	0	8	0
Science	32	0	4	4
Social Science	32	0	6	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	34	0	6	0
Mathematics	34	0	6	0
Science	34	0	6	0
Social Science	34	0	6	0

2024-25 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

2024-25 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)	1
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$88,651
Percent Difference - School Site and District	N/A	N/A	-30.9	5.8
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-33.1	-2.7

Fiscal Year 2024-25 Types of Services Funded

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

- Gifted and Talented Education (GATE)
- Title I

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,836	\$61,516
Mid-Range Teacher Salary	\$90,015	\$95,479
Highest Teacher Salary	\$117,582	\$125,208
Average Principal Salary (Elementary)	\$138,152	\$152,668
Average Principal Salary (Middle)	\$138,152	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$218,015	\$242,781
Percent of Budget for Teacher Salaries	34.41%	29.76%
Percent of Budget for Administrative Salaries	5.41%	5.74%

Professional Development

During the 2024–2025 school year, the district provided a comprehensive and multi-tiered system of professional development designed to strengthen instructional practices, support student achievement, and build staff capacity across all school sites. Professional learning opportunities were aligned to district goals, state priorities, and site-level needs identified through data analysis, instructional walkthroughs, and stakeholder feedback.

To support new educators, the district offered three full days of New Teacher Training prior to the start of the school year. These sessions introduced new staff to district instructional expectations, curriculum platforms, classroom management systems, assessment tools, and procedures for supporting English Learners, students with disabilities, and students requiring differentiated instruction.

All certificated staff participated in a districtwide professional development day focused on improving literacy outcomes and strengthening inclusive instructional practices. This day included training in LETRS (Language Essentials for Teachers of Reading and Spelling), targeted sessions on language arts instruction, strategies for meeting the needs of English Learners, and updates to the district's Special Education program, including co-teaching models, accommodations, and Tier 2/3 supports.

To further support academic language development and sheltered instruction strategies, the district provided a four-day GLAD (Guided Language Acquisition Design). This intensive training focused on research-based strategies for building language proficiency, increasing student engagement, and integrating language and content instruction across subject areas. Participants received classroom demonstrations, modeling of GLAD strategies, and coaching in implementing these practices with fidelity to support English Learners and all students.

Professional Development

To ensure strong implementation of the district’s math curriculum, the district also provided dedicated training for Eureka Math Squared, including an overview of the program structure, lesson design, hands-on routines, and guidance for differentiating instruction using embedded supports.

Throughout the year, members of the District Instructional Leadership Team (DILT) participated in ongoing professional development to build leadership capacity and ensure consistency in instructional expectations across school sites. This included regular collaboration focused on data analysis, instructional coaching practices, PLC facilitation, and monitoring of curriculum implementation.

Staff involved in social-emotional and behavioral support systems received regular training through the district’s Positive Behavioral Interventions and Supports (PBIS) initiative. These sessions focused on behavior expectation systems, progress monitoring, Tier 2/3 interventions, restorative practices, and strategies to improve school climate and student attendance.

To support instructional improvement and calibration of expectations across the district, administrators participated in ongoing instructional walkthroughs with McRel International. These structured learning walks provided feedback on classroom instruction, student engagement, academic discourse, and implementation of district instructional priorities.

Additionally, teachers received training on i-Ready, including administration of diagnostic assessments, analysis of student performance data, and the use of personalized learning pathways to provide targeted interventions and monitor growth.

Collectively, these professional development efforts reflect the district’s commitment to continuous improvement and to ensuring that teachers and staff are equipped with the knowledge and skills necessary to support high-quality instruction for all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	14	24	