Jefferson Elementary
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.

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/.

2025-26 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
Grade Span	K-5
County-District-School (CDS) Code	19645926013973

2025-26 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

2025-26 School Description and Mission Statement

Principal's Message
At Jefferson School, our mission is to provide an exceptional educational program that nurtures every student's academic success and personal growth. We are dedicated to a welcoming, safe, and stimulating environment where students engage in rigorous academics, develop positive values, and practice self-discipline. Collaboration among families, staff, the district, and our community remains at the heart of our work so that all students build the skills they need to become independent, self-sufficient adults who contribute meaningfully to society.

Our vision of excellence guides us as we empower each child with a strong educational foundation that opens doors to

2025-26 School Description and Mission Statement

opportunity. Through a standards-aligned curriculum, effective instruction, and a culture of trust and collaboration, we support every learner in meeting and exceeding grade-level expectations.

This year, students are assessed each trimester in English language arts and mathematics to monitor growth and identify areas for support. Fifth-grade students are also assessed in science and physical education. Results inform instructional planning and guide the work of the School Site Council and leadership teams so that resources and strategies are aligned to student needs.

We continue to offer enriching programs, including our Visual and Performing Arts Program for TK through fifth grade, which fosters creativity and connects learning across the arts, science, technology, engineering, and mathematics. These experiences build confidence, curiosity, and a love of learning for students and their families.

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, located in the northeastern region of Hawthorne, serves students in kindergarten through fifth grade on a traditional academic calendar. For the 2025 to 2026 school year, we serve 510 students, including 6.4% receiving special education services, 26.7% qualifying for English Learner support, and 90.6% qualifying for free or reduced-price meals. Our commitment to equity, inclusion, and academic excellence ensures that every child at Jefferson has the opportunity to thrive.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	85
Grade 2	87
Grade 3	81
Grade 4	92
Grade 5	104
Total Enrollment	549

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.4
Asian	4.4
Black or African American	14.8
Filipino	0.2
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	1.6
Two or More Races	0.5
White	4.2
English Learners	29.9
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	89.3
Students with Disabilities	7.3

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)	25.6	99.42	346.7	91.72	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.8	0.22	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	2.08	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.58	6.7	1.79	11953.1	4.28
Unknown/Incomplete/NA	0	0	15.8	4.19	15831.9	5.67
Total Teaching Positions	25.8	100	378	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)	24.6	92.49	331	90.45	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.76	5.3	1.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.43	11746.9	4.23
Unknown/Incomplete/NA	1	3.76	24.3	6.66	14303.8	5.15
Total Teaching Positions	26.6	100	365.9	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)	20.3	80.25	297.2	83.15	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	0.56	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.1	0.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	7.9	22.6	6.33	12112.8	4.34
Unknown/Incomplete/NA	3	11.85	34.4	9.63	13705.8	4.91
Total Teaching Positions	25.3	100	357.4	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	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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	0.10	0	0
Local Assignment Options	0.00	0	2
Total Out-of-Field Teachers	0.10	0	2

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	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	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

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 9, 2024, 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-2025 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 2025

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	2017 McGraw Hill - World of Wonders (TK); 2017 Benchmark Education Co.: Benchmark Advance	0%
Mathematics	2017 McGraw Hill - World of Wonders (TK); 2026 Curriculum Associates: Classroom Mathematics California by i-Ready	0%
Science	2017 McGraw Hill - World of Wonders (TK); 2020 McGraw Hill: California Inspire Science	0%
History-Social Science	2017 McGraw Hill - World of Wonders (TK); 2017 California Studies Weekly	0%
Health	2006 Harcourt Houghton Mifflin	0%
Visual and Performing Arts	Art: 2007 SRA/McGraw Hill; Music: 2005, 2008 Edition Pearson, Scott Foresman	0%

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

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	December 3, 2025

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			Play equipment left outside

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)	39	38	39	42	47	48
Mathematics (grades 3-8 and 11)	37	35	29	33	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	279	271	97.13	2.87	38.01
Female	139	136	97.84	2.16	40.44
Male	140	135	96.43	3.57	35.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	209	202	96.65	3.35	35.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	76	70	92.11	7.89	8.57
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	178	96.22	3.78	34.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	12.50

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	279	276	98.92	1.08	34.78
Female	139	138	99.28	0.72	31.16
Male	140	138	98.57	1.43	38.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	209	206	98.56	1.44	34.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	76	75	98.68	1.32	16.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	182	98.38	1.62	29.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

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)	27.14	17.48	21.29	21.04	30.73	32.52

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	104	103	99.04	0.96	17.48
Female	47	47	100.00	0.00	17.02
Male	57	56	98.25	1.75	17.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	16.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	32	96.97	3.03	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	76	98.70	1.30	15.79
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.

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%	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.

2025-26 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
Fundraising Activities
Office Helper
Cafeteria Helper
School event support and preparation

Committees:
English Learner Advisory Council (ELAC)
Parent Teacher Organization
School Site Council
Art Docents

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
Spirit Weeks
Grade Level Parent Student Picnics
Family Art Night
Coffee with the principal
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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	571	565	100	17.7
Female	298	295	58	19.7
Male	273	270	42	15.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	1	4.3
Black or African American	84	84	16	19.0
Filipino	--	--	--	--
Hispanic or Latino	399	394	70	17.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	3	13.0
English Learners	175	172	28	16.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	510	506	93	18.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	50	9	18.0

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
0.35	0.72	0.53	4.18	4.24	1.68	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	0.53	0.00
Female	0.00	0.00
Male	1.10	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	0.75	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	0.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	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.

2025-26 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 12, 2024, The public was able to provide feedback and input at a meeting on January 23, 2025, and approved by School Site Council on February 20, 2025.

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
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

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
K	28	0	3	0
1	28	0	3	0
2	28	0	3	0
3	28	0	3	0
4	30	0	3	0
5	36	0	0	2
6	0	0	0	0
Other	0	0	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
K	25		3	
1	28		3	
2	29		3	
3	27		3	
4	31		3	
5	35			3

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	520

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)	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 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	$12,080.56	$2,439.70	$9,640.87	$119,412.00
District	N/A	N/A	$3,451.46	$113,465
Percent Difference - School Site and District	N/A	N/A	94.6	5.1
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-14.5	16.0

Fiscal Year 2024-25 Types of Services Funded

For the 2024-2025 school year, Hawthorne School District spent an average of $19,697.88 of total general funds to educate each student (based on 2024-2025 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 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	$61,496	$61,597
Mid-Range Teacher Salary	$101,309	$98,902
Highest Teacher Salary	$130,030	$126,340
Average Principal Salary (Elementary)	$167,979	$158,383
Average Principal Salary (Middle)	$167,979	$165,207
Average Principal Salary (High)	$167,394	$162,237
Superintendent Salary	$297,570	$288,332
Percent of Budget for Teacher Salaries	31.01%	31.29%
Percent of Budget for Administrative Salaries	6.06%	5.38%

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

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 2023-2024 and 2024-2025 school years, Jefferson School's teachers had the opportunity to attend the following event hosted by the Hawthorne School District:

- SAVVAS Mathematics

Professional Development

- 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
-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.

For the 2024-25 school year, Jefferson Elementary provided 5 full-day professional development sessions and 49 partial-day professional development sessions.

For the 2025-26 school year, Jefferson Elementary School provided 79 professional development sessions. Three of the sessions were full-day, and 76 partial-day professional development sessions. The partial sessions were comprised of district quarterly professional development sessions, Instructional Leadership Team Professional Development, School-specific collaboration sessions facilitated by school support staff, and Teacher collaboration sessions facilitated by school support staff and teacher leaders.

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	41	54	79