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	1660 East Sierra Way
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7360
Principal	Jonathan Torres
Email Address	jtorres@dinuba.k12.ca.us
School Website	jefferson.dinuba.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	54-75531-6053979

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	mkochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

A Message from the Principal:

Jefferson School represents a true professional learning community. The Jefferson staff works as a collective team to support student success and strives to make a positive impact on the community of Dinuba. Jefferson School has shown continuous improvement in student achievement through the transition to Common Core State Standards in ELA and Math.

Jefferson staff believes that:

2025-26 School Description and Mission Statement

Through high quality mathematics instruction and assessment, DUSD students will have the mathematics content knowledge, conceptual understanding, and problem-solving ability to succeed in college and career. Additionally, through high quality English-Language Arts instruction and assessment, DUSD students will demonstrate 21st Century Skills and have the reading proficiency, writing fluency, and communication skills to succeed in college and career.

Jefferson School has a culture that focuses on student learning and development. The Jefferson School staff believes that all students can learn and as such every child should be provided with instruction and learning opportunities focused on attainment of grade level standards. Our district and site academic coaches continue to assist teachers in Math, English Language Arts, and English Language Development. Grade-level collaboration days make it possible for teams of teachers at each grade level to work with administration and academic coaches to improve teaching and learning at Jefferson Elementary. Staff training activities focus on: Common Core math strategies, key standards to be taught in language arts and math, instruction for English Learners, student engagement structures, and common assessments.

Jefferson has identified a few high leverage, key actions that will be taken to provide high-quality, rigorous ELA and Math instruction. They are:

Use student data to make instructional decisions that will improve students' achievement.

Focus on academic support for students who are at risk of failing. Use intervention materials to continue strategic and intensive interventions for targeted students during the school day.

Provide specific instruction for our English learners at the ability level appropriate for each student.

Use instructional technologies to enhance student learning and engagement.

Continue to develop our Professional Learning Community to focus on learning, results, and collaboration.

Provide more parent engagement opportunities.

The Jefferson staff understands the importance of community involvement. Teachers supervise students in community activities such as the Raisin Day parade, Christmas Parade, Cinco De Mayo Parade, Youth Night in the Park, and our school carnival.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	63
Grade 2	63
Grade 3	76
Grade 4	71
Grade 5	84
Grade 6	72
Total Enrollment	507

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.4
Asian	0.6
Hispanic or Latino	95.9
White	3
English Learners	37.5
Homeless	1.2
Migrant	7.9
Socioeconomically Disadvantaged	86.4
Students with Disabilities	8.9

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)	23	95.83	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	1	4.17	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	21.5	7.76	15831.9	5.67
Total Teaching Positions	24	100	277.9	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	100	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	17.2	6.21	14303.8	5.15
Total Teaching Positions	24	100	277.4	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)	23	97.87	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.13	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	15.6	5.66	13705.8	4.91
Total Teaching Positions	23.5	100	276.1	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	0.5
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.5

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

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 adopted textbooks are aligned with state standards for each content area. There are sufficient copies of all textbooks for each child to have an individual copy of the text.

Year and month in which the data were collected	11/2021

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	All in good condition. HMH Into English is the adopted English Language Arts Curriculum. Adopted in 2023	0
Mathematics	All in good condition. Illustrated Mathematics is being used. Board Approved in 2021.	0
Science	All in good condition. TWIG Science is the adopted Science Curriculum. Adopted in 2019	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Dinuba Unified School District's maintenance department responds rapidly to work orders that are submitted. The issues listed on the FIT report were remedied quickly if possible and larger projects are scheduled when students are not in session and/or when funding is available. Several other items have been improved with modernization money: a secure entrance to the school site and air conditioning in the cafeteria.

Year and month of the most recent FIT report	8/1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			CAFETERIA: flooring has cracks, some ceiling tiles need to be replaced, door gets stuck (work order submitted) RM 28: needs carpet RM 34: needs carpet repair/replace
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)	54	45	47	50	47	48
Mathematics (grades 3-8 and 11)	44	38	29	31	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	307	298	97.07	2.93	44.97
Female	143	137	95.80	4.20	45.99
Male	164	161	98.17	1.83	44.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	292	284	97.26	2.74	45.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	115	109	94.78	5.22	22.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	290	282	97.24	2.76	42.91
Students Receiving Migrant Education Services	25	23	92.00	8.00	17.39
Students with Disabilities	29	26	89.66	10.34	11.54

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	307	301	98.05	1.95	37.54
Female	143	140	97.90	2.10	34.29
Male	164	161	98.17	1.83	40.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	292	287	98.29	1.71	38.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	115	112	97.39	2.61	21.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	290	285	98.28	1.72	36.84
Students Receiving Migrant Education Services	25	24	96.00	4.00	25.00
Students with Disabilities	29	26	89.66	10.34	15.38

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)	26.67	20.24	17.17	17.58	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	88	84	95.45	4.55	20.24
Female	32	31	96.88	3.12	12.90
Male	56	53	94.64	5.36	24.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	81	77	95.06	4.94	20.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	28	93.33	6.67	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	78	95.12	4.88	15.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	99%	99%	99%	99%	99%

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

Parent participation is critically important to the continued growth and well-being of our students. Parents are active on campus and support our programs through classroom volunteer efforts, the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Organization (PTO). Our SSC, which includes parent members, approves our annual school plan. Annually, Jefferson invites parents to the Title I Parent Involvement Meeting to share with the parents and community how Jefferson is performing as a school. Jefferson's Parent Teacher Organization continues to maintain a strong presence on campus through the involvement of our school carnival and holiday activities. The purpose of the PTO is to provide support to students throughout their educational career at Jefferson. They help at school events and hold various activities throughout the year to involve students.

The school is also fortunate to have a local church providing support to the students and staff. The Living Word Fellowship Church continues to help in a number of ways. They have supplied volunteers to help at school events, organized members to come weekly to read with students, and have even organized community work days where students, parents, school staff, and church members joined together to tackle some beautification projects on campus. If you would like more information about Parent Engagement Activities, please contact Brisia Navarro, Community Liaison, at (559) 595-7360.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	538	530	115	21.7
Female	258	254	55	21.7
Male	280	276	60	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	512	506	107	21.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	18	6	33.3
English Learners	229	225	39	17.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	513	505	114	22.6
Students Receiving Migrant Education Services	51	50	12	24.0
Students with Disabilities	51	51	23	45.1

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
0.84	1.72	0.37	3.37	3.3	2.16	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	0.19	0.15	0.27	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	0.37	0.00
Female	0.00	0.00
Male	0.71	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	0.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	0.00	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 Jefferson Elementary community supports our efforts to ensure a safe campus. Staff members monitor our campus before and after school, and during recess. The goals of our school safety plan are to maintain a clean, safe, campus; to keep all students and staff emotionally and physically safe; to maintain strong school-home relationships with positive, consistent, and frequent formal and informal lines of communication; and to maximize instructional time by minimizing classroom disruptions. The school has implemented Positive Behavior Interventions and Supports to encourage students to make wise choices and perform up to their ability at school. We are currently a Platinum Implementation school in regards to PBIS. The school website, social media platforms, and direct family communication provide information to students and parents. The Safe School Plan is updated and approved annually by the School Site Council. It was last reviewed and approved on February 19, 2025.
Some of the areas of safety which remain a concern for parents and staff are busy intersections located directly in front of the school as well as the intersection at the corner of Sierra Way and Crawford. The limited amount of drop off locations is also a huge concern for parents as well. The last safety concern for parents is the front gate. Parents would like to see an automatic locking door installed.

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	22	1	3	0
1	22	0	3	0
2	24	0	3	0
3	21	1	3	0
4	25	0	3	0
5	25	0	4	0
6	25	0	3	0
Other	0	0	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
K	19	3	0	0
1	21	1	2	0
2	23	0	3	0
3	24	0	3	0
4	28	0	3	0
5	25	0	3	0
6	26	0	4	0
Other	5	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
K	18	3		
1	21	1	2	
2	20	1	2	
3	25		3	
4	23		3	
5	28		3	
6	24		3	
Other	4	2		

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	548

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	$7,880	$870	$7,009	$98,846
District	N/A	N/A	$13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	-62.9	-1.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-45.6	-1.2

Fiscal Year 2024-25 Types of Services Funded

Both Title I and LCAP funds are used to fund the use of instructional assistants to provide targeted intervention to students during the school day. The instructional assistant schedules are drafted in order to maximize student academic learning.

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	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

Professional Development

Jefferson Elementary School hosts several professional development opportunities for our staff members. Staff development activities at Jefferson School are focused on providing good first teaching to all students, improving instruction for our English Learners, as well as increasing math and reading achievement. All teachers have been provided with learning opportunities to expand their knowledge of student engagement structures, Common Core instructional strategies in ELA as well as Math.

Teachers are also afforded the opportunity to take part in coaching cycles where the will be provided with lesson feedback and coaching from the site coach, district coaches and administration. Teachers are also supported through district ELA and Math coaches who are available for in-class coaching and serve as resources for successful implementation of the district curriculum. Based on students' DRA2 and STAR Reading data, teachers have determined that literacy should be a major focus for professional growth. The staff has benefited from attending classes through TCOE and by participating in district provided professional learning opportunities.

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	2	2	2