

# Jefferson Elementary

## 2022 School Accountability Report Card



### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Jefferson Elementary
<b>Street</b>	1522 West Adams St.
<b>City, State, Zip</b>	Santa Ana, CA 92704-5798
<b>Phone Number</b>	(714) 285-3700
<b>Principal</b>	Maricela Roque
<b>Email Address</b>	maricela.roque@sausd.us
<b>School Website</b>	<a href="https://www.sausd.us/jefferson">https://www.sausd.us/jefferson</a>
<b>County-District-School (CDS) Code</b>	30-66670-6030282

## 2022-23 District Contact Information

<b>District Name</b>	Santa Ana Unified School District
<b>Phone Number</b>	714-558-5501
<b>Superintendent</b>	Jerry Almendarez
<b>Email Address</b>	jerry.almendarez@sausd.us
<b>District Website Address</b>	www.sausd.us

## 2022-23 School Overview

Jefferson Elementary School (Jefferson Elementary) is part of the Santa Ana Unified School District and is located in the Southern most end of central Orange County, in California. Jefferson Elementary's boundaries are extended to include two surrounding neighborhoods. A little over one third of Jefferson's population come from these nearby neighborhoods, and these students are transported by bus to Jefferson, as many of them reside up to two miles from the campus. Another third of Jefferson's population come from the school's surrounding single-family homes and apartments. The remaining student population come from neighborhoods belonging to other schools and other cities and enroll as inter- or intra-district transfers to attend the TK/K-5 Spanish Dual Immersion Program. Jefferson Elementary is one of the six district schools that offer a K-5 Dual Immersion program. Jefferson utilizes the 90/10 Dual Immersion model.

Jefferson Elementary's TK/K-5 Dual Language Immersion program is a unique opportunity that brings together Spanish and English speaking students in an effort to develop full bilingualism in English dominant students, and English learners. The Dual Immersion program celebrated its 20-year anniversary during the 2019-2020 school year. Enrollment is open to TK/Kindergarten and first grade students residing within and outside of the district. Participating students acquire knowledge in all academic subjects to either meet or exceed academic standards established by the state. Beginning in kindergarten, students receive 90% of instruction in Spanish and 10% in English. The percentage of Spanish decreases as the percentage of English increases, until students begin their fifth grade year, with 50% of instruction in English and 50% in Spanish. For more information about the Dual Immersion program, please visit our school office or visit the school's website.

In addition, Jefferson Elementary offers a full time Pre-School program in English only, two part-time Spanish Dual Immersion Pre-School Classes, TK/K-5 Structured English Immersion program and TK/K-5 Special Education program for both Mild/Moderate & Moderate/Severe students.

Jefferson Elementary staff strive to instill in each student a sense of responsibility, scholarly pride, and a positive self-image by building an effective home-school partnership. Parents are encouraged to be active participants in their child's educational success. Parents are asked to volunteer throughout the school year by choosing to participate as committee members, volunteer in their children's classrooms, or participate in and attend school-wide activities. We believe that parent involvement is critical to the overall success of each child. Parent involvement is highly valued and encouraged here at Jefferson Elementary. In all of our comprehensive programs, Jefferson Elementary maintains a commitment to provide a strong

## 2022-23 School Overview

instructional program. Teachers, staff, and administration adhere to the principles of putting students first, creating success for all students and building scholars one student at a time.

**Vision:**  
Jefferson Elementary staff will provide a safe and positive learning environment with the collaborative efforts of parents, staff, and the school community. By delivering a 21st century education and presenting intellectually challenging materials while developing social skills and self-esteem, scholars will become college and career ready and prepared to succeed in a complex and diverse global society.

**Mission:**  
To implement our vision, the Jefferson Elementary staff will provide a quality Common Core standards-based instructional program that meets the needs of all scholars, fostering mutual respect and collaboration, and building self-esteem, integrity, and confidence in a rich, safe and supportive, academic environment.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	104
Grade 2	86
Grade 3	88
Grade 4	111
Grade 5	107
<b>Total Enrollment</b>	<b>607</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.3
Asian	4.8
Black or African American	0.3
Filipino	0.2
Hispanic or Latino	91.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	2.1
English Learners	51.7
Foster Youth	0.0
Homeless	2.6
Migrant	0.2
Socioeconomically Disadvantaged	57.0
Students with Disabilities	16.1

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	96.55	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.45	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	0.00	0.00	177.80	9.16	18854.30	6.86
<b>Total Teaching Positions</b>	<b>29.00</b>	<b>100.00</b>	<b>1942.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.40	

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

### 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district’s Board of Trustees. On September 27, 2022, the Santa Ana Unified 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 adopted Resolution No. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

<b>Year and month in which the data were collected</b>	September 27, 2022
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Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5

Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2019	District Created Materials, Various	TK-5
Social Science		
2022	District Created Materials, Various	TK-5

### School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

<b>Year and month of the most recent FIT report</b>	6/16/2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		LIBRARY: FLOOR TILES ARE PEELING UP -W/O #92317 RM 1: REPAIR DAMAGE FLOOR TILES -W/O #92317 RM 24: FLOOR TILE BROKEN -W/O #92317 RM 25: CHECK CARPET WORN & TORN -W/O#92329 RM 27: TILE HAS A HOLE -W/O #92317 RM 6C: FLOOR TILES BROKEN -W/O #92317 WORKROOM: CHIPPED FLOOR TILE -W/O #92317 MISSING FACE PLATE -W/O#92344
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			RM 19: FACE PLATE COVER BROKEN BELOW BOARD - W/O#92344 RM 20: FACE PLATE COVER BROKEN BELOW BOARD - W/O#92344 CHECK HINGES DOOR DOES NOT OPEN EASY - W/O#92323 WORKROOM: CHIPPED FLOOR TILE -W/O #92317 MISSING FACE PLATE -W/O#92344

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		BOYS RR: SINK HANDLE IS LOOSE -W/O#92339 EAST BOYS RR: 3 SINKS: NO FAUCET COVER, LOOSE, LEAKING -W/O#92339 EAST GIRLS RR: SINK LEAKING WATER TURN OFF -W/O#92339 GIRLS RR: SINK HANDLE IS LOOSE -W/O#92339 STAFF RR: BLDG A WOMEN RR TOILET IS LEAKING -W/O#92339
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		RM 47: RAMP WOOD IS LIFTING -W/O#92323 CHECK HARD TO SHUT DOOR -W/O#92323
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		RM 10: CHECK HINGES DOOR DOES NOT OPEN EASY -W/O#92323 RM 11: CHECK HINGES DOOR DOES NOT OPEN EASY -W/O#92323 RM 16: CHECK HINGES DOOR DOES NOT OPEN EASY -W/O#92323 RM 17: CHECK HINGES DOOR DOES NOT OPEN EASY -W/O#92323 RM 20: FACE PLATE COVER BROKEN BELOW BOARD -W/O#92344 CHECK HINGES DOOR DOES NOT OPEN EASY -W/O#92323 RM 22: CHECK HINGES DOOR DOES NOT OPEN EASY -W/O#32323 RM 47: RAMP WOOD IS LIFTING -W/O#92323 CHECK HARD TO SHUT DOOR -W/O#92323

## 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	29	N/A	31	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	29	N/A	19	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	309	300	97.09	2.91	29.00
Female	150	143	95.33	4.67	34.27
Male	159	157	98.74	1.26	24.20
American Indian or Alaska Native	--	--	--	--	--
Asian	17	14	82.35	17.65	64.29
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	282	276	97.87	2.13	26.81
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	147	139	94.56	5.44	10.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	15.00
Socioeconomically Disadvantaged	219	214	97.72	2.28	28.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	47	97.92	2.08	4.26

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	309	304	98.38	1.62	28.62
Female	150	146	97.33	2.67	26.71
Male	159	158	99.37	0.63	30.38
American Indian or Alaska Native	--	--	--	--	--
Asian	17	15	88.24	11.76	66.67
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	282	279	98.94	1.06	25.09
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	147	143	97.28	2.72	13.99
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	219	215	98.17	1.83	28.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	47	97.92	2.08	8.51

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.24	16.34	15.3	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	99	99	1	24.24
Female	62	61	98.39	1.61	22.95
Male	38	38	100	0	26.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	90	89	98.89	1.11	20.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	35	97.22	2.78	2.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.7	1.3	23.68
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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.3	90.7	96.3	90.7	96.3

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parents are encouraged to be involved in Jefferson Elementary School's learning community by volunteering their time to participate in school activities, attend school events, or share in the decision-making process, and are kept informed through our school to home communication system. As volunteers, Jefferson Elementary parents assist in the classrooms, help in the library, serve as chaperones on field trips, help coordinate class and school-wide events, give presentations on careers and hobbies and coordinate family events.

Jefferson Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. Parents attend parent/teacher conferences, Back-to-School Night, and Open House. We also have parents who coordinate after-school enrichment programs. Other school events include:

- Parent Teacher Conferences
- Student performances
- Fundraisers
- Music & Performing Arts
- Family Nights: Science, Literacy & Math
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

Decision Making Parent Groups:

The School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent Teacher Organization (PTO) include several parent members and meet monthly to facilitate school decisions. The SSC and ELAC monitor the school budget and the School Improvement Plan. The PTO is responsible for many school events, and additional fund-raising events which have helped purchase a variety of needed items, school supplies, PE equipment, field trips, incentives, etc... There is a monthly Chat with the Principal Meeting and yearly LCAP Meeting offered to provide the community and parents an opportunity to give their input.

## 2022-23 Opportunities for Parental Involvement

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed about school-wide events, student activities, schedules, policy changes, and class curriculum updates included in the following formats:

- ParentSquare
- Jefferson Elementary School's Web Site
- Social Media: Facebook & Instagram
- Public Service Channel 31 or 51
- School and/or Class Newsletters
- Flyers/Newsletters
- School Banners
- New Student Orientation
- Teacher Apps

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	651	229	35.2
Female	332	321	103	32.1
Male	342	330	126	38.2
American Indian or Alaska Native	1	1	0	0.0
Asian	33	29	4	13.8
Black or African American	3	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	613	599	220	36.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	0	0.0
White	15	15	4	26.7
English Learners	357	342	120	35.1
Foster Youth	4	4	0	0.0
Homeless	42	41	13	31.7
Socioeconomically Disadvantaged	484	474	177	37.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	111	110	54	49.1

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.29	2.24	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.30	0.02	3.55	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07



## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30	0.00
Female	0.30	0.00
Male	0.29	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	0.33	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	0.28	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

Safety Plan Approval Date: 10/26/2021

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

### 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		5	
1	23		4	
2	21	1	5	
3	19	2	4	
4	19	3		
5	24	1		1
6				
Other	11	4		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	28		3	
2	23	1	2	
3	30		4	
4	27		4	
5	23	2	2	
6				
Other	12	4	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6	2	
1	15	3	3	
2	20	2	2	
3	10	8		
4	21	1	4	
5	13	4	4	
6				
Other	8	6		

## 2021-22 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	202.33

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,691.59	\$2,957.46	\$6,734.13	\$96,853.68
District	N/A	N/A	\$7,279	\$99,342
Percent Difference - School Site and District	N/A	N/A	-7.8	0.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-22.5	13.4

## 2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$60,304	\$51,081
Mid-Range Teacher Salary	\$90,222	\$77,514
Highest Teacher Salary	\$116,846	\$105,764
Average Principal Salary (Elementary)	\$147,227	\$133,421
Average Principal Salary (Middle)	\$140,656	\$138,594
Average Principal Salary (High)	\$163,083	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	4%	5%

## Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys.

All staff development activities in the Santa Ana Unified School District are focused on increasing student learning and proficiency. We dedicate two hours a month of professional development and also two hours for grade level collaboration on Wednesdays. Below is a brief list of our staff development:

- Increasing student usage of academic vocabulary in listening, speaking, reading and writing, as prescribed by of the Common Core State Standards
- Utilization of Lexia, Imagine Learning and Accelerated Reader for personalized learning Language Arts
- Utilization of the MIND Institute's "Jiji" ST Math for personalized learning in Mathematics
- Establishing independent workstations, to create quality independent practice, and increase guided practice opportunities
- Increasing the Project Lead The Way certified teachers for implementation of STEM lessons
- Creating and implementing an Elementary STEM Lab
- Using assessments data and data analysis for identifying student academic support needs in math and language arts for small group instruction
- Using Social Emotional Learning lesson to support students and improve school culture and climate
- Development of improvement cycles for language arts and mathematics

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities focused on the following:

- Safety Lockdown Procedures
- English/Spanish Language Arts and Mathematics best instructional strategies
- UCI Math Project
- Common Core Curriculum
- Academic Vocabulary
- Differentiated Instruction
- Gifted and Talented Education
- Parent Engagement
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping

## Professional Development

- Thinking Maps
- Benchmark and MAP Assessments in Language Arts and Math
- Multi Tiered Systems of Support

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on [www.sausdtips.org](http://www.sausdtips.org).

To support experienced teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Teachers are supported during implementation of research-based strategies through weekly in-class formal and informal observations and administrator feedback, as well as Teacher/Administrator Chats which occur throughout the year. Teachers also meet every other week in collaborative grade level meetings to discuss implementation of target content strategies, target students working below grade level, and grade level assessment results.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	18	8