

# Jefferson Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 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

## 2023-24 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</b>	www.sausd.us

## 2023-24 School Description and Mission Statement

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 from Mild/Moderate to Moderate/Severe students. Our school emphasizes the importance of becoming future ready by providing schoolwide opportunities in our STEAM Lab to experience Project Lead the Way curriculum including Robotics. All of our students are provided the opportunity to receive music class once per week by a certified VAPA teacher. Jefferson Elementary offers expanded learning opportunities through Engage 360 through an after school program and enrichment classes.

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

## 2023-24 School Description and Mission Statement

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 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	141
Grade 1	88
Grade 2	95
Grade 3	85
Grade 4	81
Grade 5	119
<b>Total Enrollment</b>	<b>609</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	53%
American Indian or Alaska Native	0.2%
Asian	4.8%
Black or African American	0.3%
Filipino	0.2%
Hispanic or Latino	91.5%
Two or More Races	0.5%
White	2.5%
English Learners	52.4%
Foster Youth	0.7%
Homeless	8.7%
Socioeconomically Disadvantaged	68.1%
Students with Disabilities	15.4%

### 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)	27.80	97.89	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.35	23.50	1.15	11953.10	4.28
Unknown	0.50	1.76	127.30	6.20	15831.90	5.67
<b>Total Teaching Positions</b>	<b>28.40</b>	<b>100.00</b>	<b>2053.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### 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	0.10
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### 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	0
<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)	3.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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 26, 2023
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Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5
<b>Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
<b>Spanish Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
<b>Science(s)</b>		
2019	District Created Materials, Various	TK-5
<b>Social Science</b>		
2023	TCI, <i>Social Studies Alive!</i>	K-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>	7/11/2023
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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			BLDG C- RM 16: DAMAGED FLOOR TILES -WO #109421 BLDG C- RM 17: DAMAGED FLOOR TILES -WO #109421 BLDG C- RM 18: DAMAGED FLOOR TILES -WO #109421 PLAYGROUND BROKEN BELT PIECE HANGING OFF -WO #109422 BLDG C- RM 19: DAMAGED FLOOR TILES -WO #109421 INNER DOOR TO RM 15 -HOLE ON DOOR -WO #109427

## School Facility Conditions and Planned Improvements

			<p>BLDG C- RM 20: DAMAGED FLOOR TILES -WO #109421</p> <p>BLDG C- RM 21: DAMAGED FLOOR TILES -WO #109421</p> <p>BLDG E- RM 22: CARPET SEAM SEPARATING -WO #107514</p> <p>BLDG E- RM 23: DAMAGED FLOOR TILES -WO #109421</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		:
<b>Electrical</b>	X		<p>BLDG A- RM 31: ELECTRICAL SOCKET BOX LOOSE -WO #109419</p> <p>BLDG G- RM 4: LIGHT SWITCH NOT WORKING -WO #109419 DOOR DOES NOT STAY OPEN -WO #109427</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>BLDG D- BOYS RR: SINK FAUCET MISSING ATERATOR -WO #109423</p> <p>BLDG D- GIRLS RR: TOILET -3RD STALL NOT FLUSHING -WO #109423</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		<p>BLDG B- PSYCH RM: CEILING: BOLTS GOING THROUGH TILES -W/O #109420</p> <p>BLDG B- SPEECH RM: CEILING: BOLTS GOING THROUGH TILES -W/O #109420</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>BLDG C- RM 18: DAMAGED FLOOR TILES -WO #109421 PLAYGROUND BROKEN BELT PIECE HANGING OFF -WO #109422</p> <p>BLDG C- RM 19: DAMAGED FLOOR TILES -WO #109421 INNER DOOR TO RM 15 -HOLE ON DOOR -WO #109427</p> <p>BLDG D- RM 11: DOOR DOES NOT STAY OPEN -WO #109427</p> <p>BLDG F- RM 1: PLAYGROUND PLASTIC COVERING PEELING OFF -WO #109422</p> <p>BLDG F- RM 2: PLAYGROUND PLASTIC COVERING PEELING OFF -WO #109422</p> <p>BLDG G- RM 3: DOOR CLOSER &amp; BOLTS BROKE OFF -WO #104216</p> <p>BLDG G- RM 4: LIGHT SWITCH NOT WORKING -WO #109419 DOOR DOES NOT STAY OPEN -WO #109427</p> <p>BLDG G- RM 6: DOOR DOES NOT STAY OPEN -WO #109427</p> <p>BLDG G- RM 8: DOOR DOES NOT STAY OPEN OIL LEAKING FROM THE DOOR CLOSER -WO #109427</p>



## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	29	29	31	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	29	28	19	20	33	34

## 2022-23 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	296	284	95.95	4.05	28.87
Female	128	123	96.09	3.91	33.33
Male	168	161	95.83	4.17	25.47
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	268	257	95.90	4.10	24.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	137	126	91.97	8.03	7.94
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	17.39
Military	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	215	208	96.74	3.26	23.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	12.20

## 2022-23 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	296	292	98.65	1.35	28.42
Female	128	128	100.00	0.00	28.91
Male	168	164	97.62	2.38	28.05
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	73.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	268	264	98.51	1.49	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	137	135	98.54	1.46	9.63
Foster Youth	--	--	--	--	--
Homeless	24	24	100.00	0.00	33.33
Military	17	17	100.00	0.00	29.41
Socioeconomically Disadvantaged	215	212	98.60	1.40	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	7.32

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.24	20.83	15.30	16.00	29.47	30.29

## 2022-23 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	124	123	99.19	0.81	20.33
Female	50	50	100.00	0.00	18.00
Male	74	73	98.65	1.35	21.92
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	112	111	99.11	0.89	16.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	55	98.21	1.79	3.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	89	100.00	0.00	17.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	95.1	95.1	95.1	95.1	95.1

## 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.

#### 2023-24 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, coordinate family events and coordinate after-school enrichment programs. Parents are also involved in providing input on a variety of school committees responsible for monitoring our academic achievement.

Jefferson Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These may include:

- Parent Teacher Conferences
- Back-to-School Night
- Open House
- 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

## 2023-24 Opportunities for Parental Involvement

monthly Community Townhall with the Principal and yearly LCAP Meeting offered to provide the community and parents an opportunity to give their input.

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
- School and/or Class Newsletters
- Flyers/Newsletters
- School Banners
- New Student Orientation
- Teacher Apps

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	658	643	149	23.2
Female	301	296	60	20.3
Male	357	347	89	25.6
American Indian or Alaska Native	1	1	0	0.0
Asian	30	29	8	27.6
Black or African American	5	5	2	40.0
Filipino	2	2	0	0.0
Hispanic or Latino	595	581	134	23.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	21	21	3	14.3
English Learners	348	341	77	22.6
Foster Youth	5	5	2	40.0
Homeless	66	64	12	18.8
Socioeconomically Disadvantaged	469	459	103	22.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	110	109	47	43.1

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.30	0.61	0.02	3.55	4.33	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0
Female	0	0
Male	1.12	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.67	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.29	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.64	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.91	0

## 2023-24 School Safety Plan

Safety Plan Approval Date: Feb. 27, 2023

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.

### 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	
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	
Other	8	6		



## 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	3	3	0
1	16	3	2	0
2	21	1	3	0
3	16	3	2	0
4	13	5	1	0
5	23	1	4	0
6	0	0	0	0
Other	9	5	0	0

## 2022-23 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	203

## 2022-23 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
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 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$12,755	\$4,343	\$8,412	\$118,525
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	-24.5	-2.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	2.1	12.6

## Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty 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
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education

## Fiscal Year 2022-23 Types of Services Funded

- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$63,168	\$55,550
<b>Mid-Range Teacher Salary</b>	\$94,508	\$80,703
<b>Highest Teacher Salary</b>	\$122,396	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$155,452	\$137,703
<b>Average Principal Salary (Middle)</b>	\$152,508	\$143,760
<b>Average Principal Salary (High)</b>	\$167,818	\$159,021
<b>Superintendent Salary</b>	\$350,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	34.87%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.04%	4.87%

## 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 STEAM lessons
- Creating and implementing an Elementary STEAM 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

## Professional Development

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
- 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	18	8	24