

Thomas Jefferson Elementary School

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

School Name	Thomas Jefferson Elementary School
Street	4285 Jefferson Street
City, State, Zip	Riverside, CA 92504-2423
Phone Number	(951) 352-8218
Principal	Tiffany Farris-Scott
Email Address	tfarrisscott@riversideunified.org
School Website	jefferson.riversideunified.org
County-District-School (CDS) Code	33-67215-6032668

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

The Thomas Jefferson Elementary School Community, including all who love and support our students, is committed to providing equitable opportunities for diverse learners by supporting the well being and success of our students. Our goal is to embrace the whole child and provide the necessary tools, social emotional skills, and modern technology to meet or exceed grade level standards. We are determined to collaborate with the TJES community to plan meaningful instruction, set goals, and create engaging learning opportunities for all students which includes, but is not limited to our Dual Language Immersion program and AVID. We are committed to empowering lifelong learners to thrive and compete in our ever changing global society!

PROGRAMS:

1. Transitional Kindergarten through Sixth Grade for all students
2. Dual Language Immersion Kindergarten through Sixth Grade for students wanting to become bilingual and biliterate
3. AVID for Kindergarten through 6th grade students to prepare them for college and career
4. Spanish Preschool and Head Start Programs for our three and four year old students
5. HEARTS-Our After School Program for students that are selected and registered for the program from 2:30- 6:00 p.m. on M/T/TH/F and 1:15-6:00 p.m. on Wed.
6. Lexia, Imagine Learning in Spanish, and small group intervention by general education teachers as well as push in support by Title 1 Intervention teacher for Tier 2 and 3 Intervention in Reading.
7. Accelerated Reader -computer based reading program for 2nd through sixth grade students to support reading and encourage the love of reading
8. Dreambox Learning for Math-computer based math program for TK-sixth grade students to support mathematics
9. After school intervention - 3 rounds of 6 week sessions in math, language arts, and SEL. Offered for 3 hours a week

2023-24 School Description and Mission Statement

Goals:

1. By May 2023, we will reduce the suspension rate for our African American students by 4%. We are starting an AAPAC at Jefferson to increase African American family involvement in our school site. We are also monitoring our African American students in attendance rates, academic achievement, and ROAR points for PBIS to intervene with students early and to build a connection between home and school.
2. By May of 2023, 60% of all students in grades K-2 will meet or exceed expected growth on Fastbridge metrics and the percentage of students in grades 3-6 who meet or exceed the standard on CAASPP will increase by 4%.
3. By May 2023, 8% of all English Learners will reclassify as measured by the reclassification data provided during the year.
4. By May of 2023, we will reduce our chronic absenteeism by 4% for all students with a focus on our homeless, students with disabilities, white, and multi-ethnic students attendance rates.

The data and progress indicators are measured throughout the year and reviewed as data is collected from benchmark assessments, common assessments, LAS links, Aeries data, and IABs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	153
Grade 1	133
Grade 2	116
Grade 3	124
Grade 4	140
Grade 5	134
Grade 6	120
Total Enrollment	920

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
Asian	0.5%
Black or African American	4.6%
Hispanic or Latino	87%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.9%
White	4.7%
English Learners	34.2%
Foster Youth	0.2%
Homeless	3.6%
Socioeconomically Disadvantaged	86.8%
Students with Disabilities	9.7%

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)	36.80	86.28	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	4.17	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	4.00	9.56	151.80	8.83	18854.30	6.86
Total Teaching Positions	42.70	100.00	1720.00	100.00	274759.10	100.00

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)	35.20	89.82	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	4.00	10.18	127.00	7.37	15831.90	5.67
Total Teaching Positions	39.20	100.00	1723.70	100.00	279044.80	100.00

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	1.70	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	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.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1	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)	2.4	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

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2/Maravillas, TK-2 DLI McGraw-Hill: Wonders, 3-6/Maravillas, TK-2 DLI	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1948
 Last Modernized: 2021
 Lot Size: 10 Acres
 42 Permanent Classrooms
 10 Portable Classrooms
 Library/Multi-Purpose Room
 Indoor and Outdoor Cafeteria
 Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Jefferson has a full time and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Jefferson's construction is complete. A new single-story, 6 kinder classroom building and a corresponding playground area was installed. Modernization of Buildings M and N, to include new sinks, cabinetry, roofing, HVAC, windows, lighting, paint, drinking fountain replacement, upgrades to restroom facilities, and demolition of 5 portable classrooms.

Year and month of the most recent FIT report

11/07/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			JEFG-31 (Classroom): 2: (D) Interior Temperatures are outside of normally accepted ranges Notes : override not working properly 9: (D) A Leak is evident Notes: faucet not working properly
Interior: Interior Surfaces		X		JEFC-2 (Classroom): 4: (D) Ceiling tiles are missing Notes: cutout is missing a piece of ceiling tile JEFC-3 (Classroom): 4: (D) Ceiling tiles are missing Notes: ceiling tiles are falling down JEFC-4 (Classroom): 4: (D) Ceiling tiles have holes or stains Notes: ceiling tile cracked Notes: interior door frame needs painting 7: (D) Light fixture not working (possible ballast)

School Facility Conditions and Planned Improvements

Notes: light cover open
JEFC-5 (Classroom):
4: (D) Interior surfaces have mildew or visible mold

Notes: interior door frame needs painting
JEFC-6 (Classroom):
4: (D) Interior surfaces have mildew or visible mold

Notes: interior door frame needs painting
7: (D) Lighting is flickering

Notes: teacher said one light is flickering
JEFC-7 (Classroom):
4: (D) Interior surfaces have mildew or visible mold

Notes: interior door frame needs painting
JEFD-17 (Library):
4: (D) Walls appear to have hazards from tears and holes

Notes : East wall needs patch and paint

(D) Carpet is torn

Notes Carpet needs repair
JEFD-20 (Classroom):
4: (D) Interior surfaces have mildew or visible mold

Notes: interior door frame needs paint
JEFE-23 (Classroom):
4: (D) Ceiling tiles have holes or stains

Notes: stain ceiling tiles
JEFF-28 (Classroom):
4: (D) Ceiling tiles have holes or stains

Notes : stain ceiling tile
JEFF-PORT-K4 (Classroom):
4: (D) Carpeting is damaged

Notes: carpet by front door damaged
JEFF-PORT-Q37:
4: (D) Carpet is torn

Notes very old carpet
JEFF-PORT-Q38:
4: (D) Walls appear to have hazards from tears and holes

Notes :hole in wall next to door

Notes : transition piece on wall loose
JEFF-PORT-Q40:
4: (D) Ceiling tiles have holes or stains

Notes: stain ceiling tiles
JEFG-8 (Utility):
4: (D) Walls appear to have hazards from tears and holes

School Facility Conditions and Planned Improvements

			Notes : patch west wall up high
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>JEFB-29 (Wheel Chair Lifts): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Notes: unable to enter area . very cluttered.</p>
Electrical	X		<p>JEFA-14 (Administration): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: light cover not secured properly</p> <p>JEFC-4 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: ceiling tile cracked</p> <p>Notes: interior door frame needs painting 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: light cover open JEFC-6 (Classroom): 4: (D) Interior surfaces have mildew or visible mold</p> <p>Notes: interior door frame needs painting 7: (D) Lighting is flickering</p> <p>Notes: teacher said one light is flickering JEFH-34 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes : 5400 wiremold cover loose JEFK-3 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one light not working</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>JEFD-10 (Classroom): 9: (D) Drinking fountains are inaccessible</p> <p>JEFD-9 (Classroom): 9: (D) A Leak is evident</p> <p>Notes faucet not working properly JEFG-31 (Classroom): 2: (D) Interior Temperatures are outside of normally accepted ranges</p> <p>Notes : override not working properly 9: (D) A Leak is evident</p> <p>Notes: faucet not working properly JEFH-33 (Classroom): 9: (D) Water pressure is inadequate</p>

School Facility Conditions and Planned Improvements

			<p>Notes: drinking fountain water pressure to high 15: (D) Door closer needs adjustment</p> <p>Notes : door needs kicker to hold door open JEFK-1 (Classroom): 9: (D) A Leak is evident</p> <p>Notes: sink not working properly JEFK-2 (Classroom): 9: (D) A Leak is evident</p> <p>Notes : sink not working properly</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>JEFC-1 (Classroom): 15: (D) Doors are NOT intact</p> <p>Notes: bottom of door is damaged JEFC-1A (Administration): 15: (D) Doors are NOT intact</p> <p>Notes : bottom of door is damaged JEFH-33 (Classroom): 9: (D) Water pressure is inadequate</p> <p>Notes: drinking fountain water pressure to high 15: (D) Door closer needs adjustment</p> <p>Notes : door needs kicker to hold door open</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
English Language Arts/Literacy (grades 3-8 and 11)	33	31	46	44	47	46
Mathematics (grades 3-8 and 11)	20	23	30	31	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	513	507	98.83	1.17	30.57
Female	254	253	99.61	0.39	32.81
Male	259	254	98.07	1.93	28.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	22	22	100.00	0.00	22.73
Filipino	0	0	0	0	0
Hispanic or Latino	447	441	98.66	1.34	29.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	27	27	100.00	0.00	59.26
English Learners	161	156	96.89	3.11	15.38
Foster Youth	--	--	--	--	--
Homeless	27	23	85.19	14.81	21.74
Military	37	37	100.00	0.00	29.73
Socioeconomically Disadvantaged	458	452	98.69	1.31	27.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	12.90

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	513	511	99.61	0.39	23.29
Female	254	253	99.61	0.39	20.55
Male	259	258	99.61	0.39	25.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	22	22	100.00	0.00	18.18
Filipino	0	0	0	0	0
Hispanic or Latino	447	445	99.55	0.45	22.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	41.67
White	27	27	100.00	0.00	33.33
English Learners	161	160	99.38	0.62	11.25
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	7.69
Military	37	37	100.00	0.00	27.03
Socioeconomically Disadvantaged	458	456	99.56	0.44	20.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	9.68

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)	16.39	22.39	26.85	27.64	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	135	134	99.26	0.74	22.39
Female	62	62	100.00	0.00	14.52
Male	73	72	98.63	1.37	29.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	117	116	99.15	0.85	20.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	27.27
English Learners	34	34	100.00	0.00	8.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	13.33
Socioeconomically Disadvantaged	121	120	99.17	0.83	22.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	10.53

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	97.00%	95.60%	97.80%	97.80%	98.50%

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/Guardians are encouraged to attend School Site Council, PTA, Title 1 Advisory Committee, AAPAC, and English Learner Committee meetings monthly. Parent/Guardian workshops are conducted on a regular basis that assist parents in supporting their child's education at home or as classroom volunteers.

During this school year many parental opportunities will be offered through the district, the Family Resource Center and through the site by Webinars, or virtual online classes. Parents/Guardians are offered a variety of classes during school hours and in the evening to help them with parenting skills, Family Literacy and understanding the curriculum through the site or the Family Resource Center and online. We will also be offering PIQUE to support parents with supporting students with their education. Parents/Guardians are encouraged to check the school website or current newsletter to see the current listing of classes that will be offered throughout each month on different topics and/or activities from the site, district or Family Resource Center. The monthly calendar that is sent home with the students also is a resource for our parents to see what is being offered here on our site. Parents/Guardians can also take an active role in their child's education through homework monitoring and ongoing communication with the school. Parents/Guardians are encouraged to volunteer in their child's classroom and assist the teacher with learning activities or projects or to chaperone on grade level field trips. The parents can enjoy participating annually in parenting workshops sponsored by the school or school district along with all of the wonderful activities provided by PTA. The parent involvement contact person for the school is Tiffany Farris-Scott, Principal, and can be contacted at 951-352-8218.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	984	960	254	26.5
Female	477	465	131	28.2
Male	507	495	123	24.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	0	0.0
Black or African American	47	44	4	9.1
Filipino	0	0	0	0.0
Hispanic or Latino	851	835	227	27.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	8	2	25.0
White	46	45	11	24.4
English Learners	341	332	66	19.9
Foster Youth	3	3	2	66.7
Homeless	50	45	12	26.7
Socioeconomically Disadvantaged	854	833	227	27.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	114	32	28.1

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
Suspensions	0.00	1.73	2.13	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.13	0
Female	1.05	0
Male	3.16	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	10.64	0
Filipino	0	0
Hispanic or Latino	1.65	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.17	0
English Learners	0.88	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.09	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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	5	24	2	
1	8	11	3	
2	7	15	3	
3	8	11	3	
4	8	13	2	
5	8	13	2	
6	12	7	3	
Other	17	3	3	

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	21	2	5	
1	23	1	4	
2	25		5	
3	26		5	
4	25		5	
5	23	2	3	
6	26	2	3	
Other	11	1		

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	19	6	2	0
1	27	0	5	0
2	23	0	5	0
3	25	2	3	0
4	28	0	5	0
5	27	1	4	0
6	17	4	3	0
Other	0	0	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	1840

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.6

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	7,818.03	1,059.31	6,758.72	107,910.32
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-2.3	10.8
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-4.5	23.3

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

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
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

During the 2021-22 school year, all of the staff members at Jefferson Elementary School participated in site and district staff development training for their growth and development. Many of the staff members and teachers participated in very specific professional development and other workshops that were offered through our district. The teachers were able to use the professional development system (Sched) to find specific topics or workshops that would enhance their professionalism and sign up for the classes that occur during the day, after school, or on Saturdays. Staff signs up for the different classes or workshops and attend them as scheduled virtually and/or in person when allowed again. This system is used by all teachers, instructional assistants, and office staff to meet their needs in professional growth or to better prepare them to meet the needs of the students that they serve each day. Our Dual Immersion Teachers also do all they can to work with colleagues from other sites in order to enhance their abilities and they also take advantage of conferences and other staff development that is offered outside of the district offerings. This summer the teachers and staff members participated in extensive training and workshops on safety, health, child abuse, active shooter and sexual harassment.

1. Modules 1 through 5 each equal to 8 hours of training per module on teaching virtually and required trainings such as Child Abuse Prevention, Active Shooter and others. (5 Modules per teacher for 8 hours each)-full days
2. Book Study-Shattering Inequities-by Robin Avelar La Salle and Ruth S. Johnson-throughout the year at 4 staff meetings. (4 meetings all 41 teachers)-partial
3. Book Study - Rebound - by Douglas Fisher, Nancy Frey, Dominique Smith, and John Hattie - throughout the year at 6 staff meetings (6 meetings all 41 teachers) - partial
4. Dealing with Difficult Behaviors PD - District Instructional Coach - (1 meeting - available to all teachers) -partial
5. Integrated ELD PD - District Instructional Coach (1 meeting - available to all teachers) - partial
6. Integrating Technology in the Classroom (1 meeting - available to all teachers) - partial
7. Newcomers - District Instructional Coach (1 meeting - available to all teachers) - partial
8. Community Circles PD (1 meeting all 41 teachers) - partial
9. District Professional Development Opportunities in selected topics-(available to all teachers)-partial

During the 2022-23 school year, all of the staff members at Jefferson Elementary School participated in site and district staff development training for their growth and development. Many of the staff members and teachers participated in very specific professional development and other workshops that were offered through our district. The teachers were able to use the professional development system (Sched) to find specific topics or workshops that would enhance their professionalism and sign up for the classes that occur during the day, after school, or on Saturdays. Staff signs up for the different classes or workshops and attend them as scheduled virtually and/or in person when allowed again. This system is used by all teachers, instructional assistants, and office staff to meet their needs in professional growth or to better prepare them to meet the needs of the students that they serve each day. Our Dual Immersion Teachers also do all they can to work with colleagues from other sites in order to enhance their abilities and they also take advantage of conferences and other staff development that is offered outside of the district offerings. This summer the teachers and staff members participated in extensive training and workshops on safety, health, child abuse, active shooter and sexual harassment.

1. Modules 1 through 5 each equal to 8 hours of training per module on teaching virtually and required trainings such as Child Abuse Prevention, Active Shooter and others. (5 Modules per teacher for 8 hours each)-full days
2. ELA Training to support best first instruction and RTI (4 meetings for all teachers) - District Instructional Coaches - partial
3. Book Study - Rebound - by Douglas Fisher, Nancy Frey, Dominique Smith, and John Hattie - throughout the year at 6 staff meetings (6 meetings all 41 teachers) - partial
4. Dealing with Difficult Behaviors PD - District Instructional Coach - (1 meeting - all teachers) -partial
5. Designated ELD PD - District Instructional Coach (1 meeting - to all teachers) - partial
6. Second Step SEL curriculum PD (1 meeting all 41 teachers) - partial
7. District Professional Development Opportunities in selected topics-(available to all teachers)-partial

During the 2023-24 school year, all of the staff members at Jefferson Elementary School participate in site and district staff development training for their growth and development. Many of the staff members and teachers participate in very specific professional development and other workshops that are offered through our district. The teachers are able to use the professional development system (Kick up) to find specific topics or workshops that enhance their professionalism and sign up for the classes that occur during the day, after school, or on Saturdays. Staff signs up for the different classes or workshops and attend them as scheduled virtually and/or in person. This system is used by all teachers, instructional assistants, and classified staff to meet their needs in professional growth or to better prepare them to meet the needs of the students that they serve each day. Our Dual Immersion Teachers also do all they can to work with colleagues from other sites in order to enhance their abilities and they also take advantage of conferences and other staff development that is offered outside of the district offerings. This summer the teachers and staff members participated in extensive training and workshops on safety, health, child abuse, active shooter and sexual harassment.

Professional Development

1. Modules 1 through 5 each equal to 8 hours of training per module on teaching virtually and required trainings such as Child Abuse Prevention, Active Shooter and others. (5 Modules per teacher for 8 hours each)-full days
2. ELA Training to support best first instruction, rigor, and independent practice (3 meetings for all teachers) - District Instructional Coaches and MTSS liaison - partial
3. AVID strategies with a focus on Inquiry and Collaboration throughout the year at 2 staff meetings (2 meetings all 39 teachers) - partial
4. Designated ELD PD - EL TOSA (1 meeting - to all teachers) - partial
5. Math PD on fluency (1 meeting all 41 teachers) - partial
6. District Professional Development Opportunities in selected topics-(available to all teachers)-partial
7. PBIS and strengths training - full day all staff and two additional PD on strengths at 2 staff meetings - partial

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	19	15	15