

# Thomas Jefferson Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)



#### General Information about the School Accountability Report Card (SARC)

##### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

## 2025-26 School Contact Information

<b>School Name</b>	Thomas Jefferson Elementary School
<b>Street</b>	750 Central Park Dr.
<b>City, State, Zip</b>	Roseville, CA 95678
<b>Phone Number</b>	(916) 771-1840
<b>Principal</b>	Jennifer Deslaurier
<b>Email Address</b>	jdeslaurier@rcsdk8.org
<b>School Website</b>	<a href="http://www.rcsdk8.org">www.rcsdk8.org</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	31969100102798

## 2025-26 District Contact Information

<b>District Name</b>	Roseville City School District
<b>Phone Number</b>	(916) 771-1600
<b>Superintendent</b>	Derk Garcia
<b>Email Address</b>	
<b>District Website</b>	<a href="http://www.rcsdk8.org">www.rcsdk8.org</a>

## 2025-26 School Description and Mission Statement

Thomas Jefferson Elementary School is one of 21 schools and a pre-school program in the Roseville City School District. We opened our doors in 2004 and our staff is honored to serve our neighborhood community by providing a quality transitional kindergarten through fifth-grade program that is grounded in thoughtful and quality first instruction. Since the school's opening, our staff has strived to be innovative in our teaching which is responsive to our students' needs. The Thomas Jefferson curriculum is based on the rigorous Common Core State Standards.

Thomas Jefferson is committed to the individual needs of our students. We are dedicated to improving student performance, teacher instruction, and the enhancement of knowledge and skills required for working, living, and learning in our ever-changing society. Our students participate in a range of programs including art, music, physical education, social-emotional learning, and technology. Each day our students are taught to model character, integrity, and maturity through our PBIS programs as they strive to grow into productive citizens. The Thomas Jefferson Students embrace the overarching PBIS expectations of R.I.S.E., where students are taught to and encouraged to; show Respect, show Integrity, be Safe and be Engaged.

The Thomas Jefferson Mission Statement and collective commitments embrace the following:

Thomas Jefferson's Mission:

Every student learns at high levels every day; in an educational community that believes in creating life-long learners and problem-solvers.

Thomas Jefferson's Collective Commitments:

We are committed to creating and maintaining an emotionally, and physically safe learning environment.

We are committed to collaborating to improve practice.

We are committed to utilizing data to improve instruction and achievement.

We are committed to sustaining collaborative relationships amongst educational partners.

### About this School

#### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	36
Grade 2	48
Grade 3	53
Grade 4	47
Grade 5	60
<b>Total Enrollment</b>	<b>302</b>

#### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.3
Asian	10.6
Black or African American	3.3
Filipino	5.3
Hispanic or Latino	22.5
Two or More Races	11.3
White	46.7
English Learners	13.6
Homeless	1.7
Socioeconomically Disadvantaged	39.7
Students with Disabilities	20.9

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.3	96.48	517.1	93.46	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.18	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	4.3	0.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	16.3	2.96	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	3.46	14.4	2.61	15831.9	5.67
<b>Total Teaching Positions</b>	19	100	553.3	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.8	93.12	510.7	93.72	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.18	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.5	2.94	6.5	1.2	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	15.3	2.81	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.6	3.88	11.3	2.08	14303.8	5.15
<b>Total Teaching Positions</b>	17	100	544.9	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.9	91.35	527.4	93.77	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.5	2.87	1.3	0.24	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.3	1.89	7.3	1.3	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	14.1	2.51	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.6	3.78	12.2	2.18	13705.8	4.91
<b>Total Teaching Positions</b>	17.4	100	562.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0.5	0.3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.5	0.3

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	5.3
<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)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment 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 cycle developed by the California Department of Education, making the textbooks used in the school the most current 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.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2024	0
Mathematics	Houghton Mifflin - Harcourt Expressions 2015	0
Science	Discovery Education 2020	0
History-Social Science	TCI Social Studies Alive 2025	0
Health	Second Step for Social Emotional Development	0
Visual and Performing Arts		0

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

## School Facility Conditions and Planned Improvements

### General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

### Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

## School Facility Conditions and Planned Improvements

### School Facility Repair Status:

#### Summary of School Facilities Repair Status – Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials.

### Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works with the custodial staff to develop daily cleaning schedules to ensure a clean and safe school. The principal signs off on inspections completed by custodians, on an ongoing basis.

### Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

**Year and month of the most recent FIT report**

11/2025

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	62	56	58	47	48
Mathematics (grades 3-8 and 11)	56	55	49	51	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	159	98.76	1.24	62.26
Female	77	77	100.00	0.00	61.04
Male	84	82	97.62	2.38	63.41
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	39	38	97.44	2.56	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	61.11
White	80	79	98.75	1.25	62.03
English Learners	15	15	100.00	0.00	26.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.39	1.61	52.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	37.50

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	159	98.76	1.24	54.72
Female	77	77	100.00	0.00	49.35
Male	84	82	97.62	2.38	59.76
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	39	38	97.44	2.56	44.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	55.56
White	80	79	98.75	1.25	55.70
English Learners	15	15	100.00	0.00	26.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.39	1.61	40.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	39.58

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	41.54	34.48	43.48	43.52	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	58	98.31	1.69	34.48
Female	26	26	100.00	0.00	30.77
Male	33	32	96.97	3.03	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	23.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	15.79

### B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	97%	98%	98%	97%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

Thomas Jefferson Elementary is grateful for the parents who volunteer on campus. Parents play very important roles at Thomas Jefferson Elementary through their active participation and involvement in the following: School Site Council, Parent Teacher Club (PTC), English Language Advisory Committee, S.T.A.R. Team, Art Docent Program, volunteers in classrooms/field trips, and at various school and PTC events.

The PTC is vital to the programs and activities at the school. Through fundraising activities, the PTC supports program development at Thomas Jefferson Elementary. The PTC coordinates volunteers and activities to support students and staff including art docent, assemblies, Starstruck dance program and Positive Behavior Intervention Support program. The PTC also coordinates activities to bring the Thomas Jefferson community together including Skate Nights, Winter Wonderland, Art to Remember, Fun Run, and Field Day. Multiple opportunities to volunteer are advertised in our newsletter, through email and phone communication, and through the PTC and school social media. Classroom teachers encourage our parents and community members to volunteer in and outside the classroom to support individual students' academic achievement and social-emotional growth. To learn more about parent involvement please call (916) 771-1840.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	318	313	22	7.0
Female	156	153	10	6.5
Male	162	160	12	7.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	1	2.9
Black or African American	12	12	1	8.3
Filipino	17	17	1	5.9
Hispanic or Latino	72	71	10	14.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	1	2.8
White	145	142	8	5.6
English Learners	43	43	4	9.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	132	131	15	11.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	76	5	6.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.4	4.27	3.14	1.68	2.51	2.04	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.02	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.14	0.00
Female	0.64	0.00
Male	5.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	5.88	0.00
Hispanic or Latino	4.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	3.45	0.00
English Learners	2.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. The Thomas Jefferson staff has been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. Thomas Jefferson Elementary conducts monthly emergency drills to practice procedures for evacuation and safety. The staff reviewed the emergency protocols in August of 2024 and emergency procedures are reviewed with staff and students throughout the school year. We continue to increase our knowledge and use of Raptor, our visitor registration and safety protocol system.

The Site Safety Plan addressed areas of growth to foster safety on our campus. Goal areas of growth included social-emotional learning, attendance, ingress, and regress of the campus and overall school safety. 2025-2026 School Safety Plan for Thomas Jefferson Elementary School was approved on School Site Council December 15, 2025. The safety plan will be submitted for final approval by the board in February 2026.

## D. Other SARC Information **Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	7	7	0
1	14	11	14	0
2	17	6	14	0
3	20	5	14	0
4	22	4	13	0
5	19	5	14	0
6	0	0	0	0
Other	14	3	1	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	14	0	0
1	18	5	14	0
2	19	5	14	0
3	16	6	14	0
4	21	5	13	0
5	24	5	14	0
6	0	0	0	0
Other	13	2	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	13		
1	17	13		
2	16	12	6	
3	18	6	12	
4	15	12		
5	20	12	6	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	0.5

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,300	\$6,183	\$11,117	\$144,845
District	N/A	N/A	\$10,575	\$131,673
Percent Difference - School Site and District	N/A	N/A	5.0	38.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	3.2	40.2

## Fiscal Year 2024-25 Types of Services Funded

Thomas Jefferson receives district funds to support academic programs. These funds focus on providing students with materials, tools, and experiences to enrich their education. Our site also received LCFF funds which focused on funding supplemental curriculum materials, Response to Intervention implementation, and enrichment opportunities that align with the Common Core State Standards and the social-emotional needs of our students. The School Plan for Student Achievement Goals are written and the progress of the goals are monitored and reviewed annually as a staff, to focus on our student needs when planning the budget and agreements.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,584	\$61,597
<b>Mid-Range Teacher Salary</b>	\$104,574	\$98,902
<b>Highest Teacher Salary</b>	\$121,753	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$138,129	\$158,383
<b>Average Principal Salary (Middle)</b>	\$162,430	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$275,600	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	39.17%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	5.66%	5.38%

## Professional Development

In alignment with the Roseville City School District's board goals, the Professional Development Advisory Committee (PDAC) developed a comprehensive three-year professional development plan for the District. Staff participate in four districtwide professional development days that include both district and site-based sessions focused on advancing site goals within the district's overall priorities.

Other areas of professional development at Thomas Jefferson include:

The Thomas Jefferson staff have and will participate in ongoing professional learning focused on data analysis, Restorative Practices, Professional Learning Communities, Positive Behavior Intervention and Support, and instructional strategies. The professional development has included an understanding of best practices, the use of instructional and social-emotional data to inform instruction, and how to collaborate as a Professional Learning Community. Staff will also receive professional learning that focuses on the Social-Emotional needs of students through the Second Step curriculum and the use of PBIS expectations.

The teachers and paraprofessionals at Thomas Jefferson engage in professional learning in a variety of ways, they attending conferences, professional development workshops, Professional Learning Community collaboration, individual coaching, and support.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	4