



# Thomas Jefferson Elementary School

14300 Bancroft Ave. • San Leandro, CA 94578 • (510) 618-4310 • Grades K-5

Nikki Seaberg, Principal

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<https://www.sanleandro.k12.ca.us/Domain/106>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### San Leandro Unified School District

835 E. 14th Street, Suite 200  
San Leandro, CA 94577  
(510) 895-4199

<https://www.sanleandro.k12.ca.us/Domain/1>

#### District Governing Board

Monique Tate, Clerk

Christian Rodriguez, Member

Evelyn Gonzalez, Member

Leo Sheridan, President

Diana J. Prola, Member

James Aguilar, Member

Peter Oshinski, Vice President

Katherine Han Ngo, Student Board Member

#### District Administration

Dr. Michael McLaughlin

Superintendent

Sonal Patel

Assistant Superintendent

Educational Services

Dr. John Thompson

Assistant Superintendent

Human Resources

Dr. Kevin Collins

Assistant Superintendent

Business & Operations

### Principal's Message

Thomas Jefferson Elementary School is a large (624 students) TK-5th grade school with an excellent reputation in our community. Our goal is to provide a college-going culture for all Jefferson students. Jefferson's strength is teacher leadership at each grade level. We are dedicated to promoting excellence in student achievement through deliberate and thoughtful instructional programs based on Common Core Standards and Next Generation Science Standards geared to meet the needs of our diverse student population. We are proud of our work to ensure students have a quality education that represents and celebrates the diverse cultures in the school (64% Latino, 14% African American, 10% Asian, 5% White, 3% Filipino). We are also actively engaged in staff development focused on Project Based Learning (PBL), Blended Learning and technology integration and instructional coaching to help our English Language Learners become proficient readers and writers. Additional resources are allocated to support instruction for English Language Learners, reading and math intervention and Special Education programs. We are committed to excellence for all students and we continually improve our instruction, curriculum, and resources toward that end.

The parents and community play a crucial role at Jefferson. We welcome parents, family members, and the community to partner with us, including volunteering in our classrooms, in our library, in our office, or on the playground during recess and lunch. We encourage parent participation in the Parent and Teacher Association (PTA), the English Language Advisory Committee (ELAC), the School Site Council (SSC) and invite and encourage parent input into our school decisions. Connections between home and school have included our parent engagement workshops, that include CA PTA School Smarts Academy, the monthly parent newsletter known as the Jefferson Journal, weekly Friday night announcements and electronic messages through the PTA Facebook account. We are confident that by working collaboratively with our parent community we can achieve our goal of excellence for all students.

### District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture. The Thomas Jefferson staff is dedicated and committed to supporting this vision. The staff is committed to creating responsive, personalized, learning pathways for Career and College Readiness.

## School Mission Statement

At Thomas Jefferson Elementary School, we have an ethical responsibility to ensure readiness for college, career and responsible citizenship. All students will achieve or exceed the standards established by the district as a result of:

- All stakeholders accepting responsibility for student progress.
- Ongoing innovation in teacher practices and school culture.

In order to ensure that our students are able to reach their highest potential as learners, the Jefferson staff has committed to the following:

- Implementation of culturally responsive teaching and the use of AVID teaching and learning strategies to decrease the achievement gap through targeted staff development.
- Using arts integration as a vehicle for greater student engagement.
- Regularly utilizing curriculum guides, adopted materials and other resources.
- Integrating writing across the curriculum.
- Exploring and implementing ways to allow all students access to the curriculum.
- Regularly analyzing student work and planning curricula with other teachers of their grade level.

## District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

## About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 104                |
| Grade 1          | 112                |
| Grade 2          | 105                |
| Grade 3          | 92                 |
| Grade 4          | 89                 |
| Grade 5          | 107                |
| Total Enrollment | 609                |

2017-18 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 15.1                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 10.0                        |
| Filipino                            | 3.6                         |
| Hispanic or Latino                  | 62.1                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 4.4                         |
| Socioeconomically Disadvantaged     | 79.1                        |
| English Learners                    | 50.9                        |
| Students with Disabilities          | 6.4                         |
| Foster Youth                        | 0.3                         |

## 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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Thomas Jefferson Elementary School          | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 31    | 29    | 29.2  |
| Without Full Credential                     | 1     | 0     | 2     |
| Teaching Outside Subject Area of Competence | 1     | 0     | 0     |
| San Leandro Unified School District         | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 418   |
| Without Full Credential                     | ♦     | ♦     | 8     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 1     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Thomas Jefferson Elementary School                                 | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on August 21, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2019 are illustrated in the chart.

| Textbooks and Instructional Materials                       |   |
|---|---|
| Year and month in which data were collected: November, 2018 |   |
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
| Reading/Language Arts                                       | <p>Wonders K-5<br/>Adopted 2018<br/>McGraw-Hill</p> <p>Maravillas K-2<br/>Adopted 2018<br/>McGraw-Hill</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p> |
| Mathematics   | <p>Eureka Math<br/>Adopted April 2016</p> <p>Great Minds</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>   |

| Textbooks and Instructional Materials<br>Year and month in which data were collected: November, 2018 |   |
|--|---|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
| Science  | California Science<br>MacMillan/McGraw Hill<br>Adopted 2007<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0.0%   |
| History-Social Science   | K- Learn and Work<br>1st - Time and Place<br>2nd- Then and Now<br>3rd - Our Communities<br>4th - Our California<br>5th - Our Nation<br>Scott Foresman<br>Adopted 2006<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0.0% |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Age & Condition of Facilities

Jefferson Elementary School was originally constructed in 2004 and is currently comprised of 22 permanent classrooms, two portable classrooms, three Special Day Classrooms, a library, two staff work and break rooms, a multi-purpose room (MPR), a science/art room, and two playgrounds. The library was renovated in 2017-18. Two aging portables were replaced with newer portables in 2017.

#### Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

#### Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

#### Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 08/08/18 |               |   |
|--|---------------|---|
| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer   | Good          |   |
| <b>Interior:</b><br>Interior Surfaces  | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation   | Good          |   |
| <b>Electrical:</b><br>Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains   | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials   | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs   | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences                                     | Good          |   |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## 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, which 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); and
- 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

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 26.0   | 26.0  | 38.0     | 38.0  | 48.0  | 50.0  |
| Math                                    | 20.0   | 24.0  | 25.0     | 26.0  | 37.0  | 38.0  |

Note: 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.

Note: 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.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 20.2  | 14.9   | 6.1    |

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                       | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                        | 301                     | 296                  | 98.34                 | 26.35                          |
| <b>Male</b>                                | 158                     | 157                  | 99.37                 | 21.66                          |
| <b>Female</b>                              | 143                     | 139                  | 97.20                 | 31.65                          |
| <b>Black or African American</b>           | 51                      | 51                   | 100.00                | 11.76                          |
| <b>Asian</b>                               | 29                      | 28                   | 96.55                 | 50.00                          |
| <b>Filipino</b>                            | --                      | --                   | --                    | --                             |
| <b>Hispanic or Latino</b>                  | 181                     | 180                  | 99.45                 | 23.89                          |
| <b>Native Hawaiian or Pacific Islander</b> | --                      | --                   | --                    | --                             |
| <b>White</b>                               | 16                      | 16                   | 100.00                | 50.00                          |
| <b>Two or More Races</b>                   | --                      | --                   | --                    | --                             |
| <b>Socioeconomically Disadvantaged</b>     | 241                     | 237                  | 98.34                 | 24.47                          |
| <b>English Learners</b>                    | 159                     | 156                  | 98.11                 | 23.72                          |
| <b>Students with Disabilities</b>          | 25                      | 25                   | 100.00                | 0.00                           |
| <b>Foster Youth</b>                        | --                      | --                   | --                    | --                             |

Note: 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.

- Note: 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.

- 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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 301              | 299           | 99.34          | 23.75                   |
| Male                                | 158              | 158           | 100            | 25.95                   |
| Female                              | 143              | 141           | 98.6           | 21.28                   |
| Black or African American           | 51               | 51            | 100            | 9.8                     |
| Asian                               | 29               | 29            | 100            | 44.83                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 181              | 181           | 100            | 22.65                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 16               | 16            | 100            | 56.25                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 241              | 239           | 99.17          | 22.18                   |
| English Learners                    | 159              | 159           | 100            | 23.27                   |
| Students with Disabilities          | 25               | 25            | 100            | 0                       |
| Foster Youth                        | --               | --            | --             | --                      |

Note: 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.

- Note: 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.

- 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.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents are very supportive of the education program at Thomas Jefferson Elementary School. Parents may participate in the Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteer within the classroom. Jefferson has a growing PTA that advises the principal on all aspects of school governance and coordinates fundraising efforts to support the school through teacher grants, special projects, and assemblies. The PTA Board of Directors and the general assembly meet monthly and coordinate parent outreach and special events such as the Obstacle-A-Thon, Science Night and other events. The SSC and ELAC meet monthly to facilitate the development of the School Plan for Student Achievement (SPSA)

Once a month, parents are invited to meet informally with the principal for our ELAC Coffee & Conversation Meetings. A parent newsletter is sent home monthly with a school calendar of upcoming events and information about school business. The school website is updated once a week so parents can have the latest information about the school. Most teachers utilize Class Dojo to communicate with families. Jefferson has a full-time parent liaison who is fluent in Spanish and who conducts further parent outreach and parent education programs such as School Smarts Academy, Positive Discipline, Understanding Assessments and Blended Learning.

Parents who wish to participate in Jefferson Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4310.

#### 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.

### School Safety Plan

The safety of students and staff is a primary concern at Jefferson Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated every fall by the principal and the School Site Committee. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, shelter in place, and intruder drills are conducted on a regular basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Jefferson is committed to restorative practices in all matters of student discipline. All visitors to the campus are required to check in at the school's office, wear the proper identification badge at all times, and check out of the office upon leaving.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.7     | 2.9     | 3.0     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 6.4     | 6.5     | 5.6     |
| Expulsions Rate            | 0.1     | 0.1     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

### D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 0   |
| Counselor (Social/Behavioral or Career Development)        | 0   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | 1   |
| Psychologist   | .4  |
| Social Worker  | 0   |
| Nurse  | .2  |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist (non-teaching)                         | 1.0 |
| Other  | 1.0 |
| Average Number of Students per Staff Member                |     |
| 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.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 24                 | 23      | 19      | 1                     | 1       | 2       | 4       | 4       | 5       |         |         |         |
| 1   | 27                 | 27      | 26      |                       |         |         | 3       | 4       | 3       |         |         |         |
| 2   | 26                 | 27      | 26      |                       |         |         | 4       | 3       | 4       |         |         |         |
| 3   | 26                 | 26      | 23      |                       |         |         | 4       | 4       | 4       |         |         |         |
| 4   | 29                 | 30      | 30      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 5   | 29                 | 30      | 27      |                       |         |         | 4       | 4       | 4       |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).



## Professional Development provided for Teachers

Professional development is a part of the Thomas Jefferson Site Plan for Student Achievement (SPSA) and a major component of instructional support to teachers. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students (ELD standards and ELA/ELD Framework and Eureka Math Curriculum), subject area expertise, use data from assessments and online platforms to plan instructional improvement strategies and acquire new instructional strategies. Teachers may receive assistance throughout the school year through the District's Instructional Coaches.

Jefferson Staff and committee meetings are developed to supported classroom implementation of District initiatives including PBIS, Project Based Learning, Imagine Learning, AVID, and use of Chromebooks to support student learning. Staff members also have an opportunity to attend professional development opportunities through San Leandro Teachers' Association, the Alameda County Office of Education-NGSS, partnership with San Francisco Opera.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$60,112        | \$47,547                                     |
| Mid-Range Teacher Salary                       | \$83,002        | \$74,775                                     |
| Highest Teacher Salary                         | \$109,742       | \$93,651                                     |
| Average Principal Salary (ES)                  | \$126,537       | \$116,377                                    |
| Average Principal Salary (MS)                  | \$138,070       | \$122,978                                    |
| Average Principal Salary (HS)                  | \$160,007       | \$135,565                                    |
| Superintendent Salary                          | \$305,851       | \$222,853                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 42.0            | 35.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

## Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

## 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).

## 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.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$5,419.00             | \$289.00   | \$5,121.00   | \$83,845.00            |
| District   | ◆                      | ◆          | \$5,423.00   | \$88,515               |
| State  | ◆                      | ◆          | \$7,125      | \$76,522               |
| Percent Difference: School Site/District                           |                        |            | -5.7         | -5.4                   |
| Percent Difference: School Site/ State                             |                        |            | -77.1        | 9.1                    |

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.