



# Thomas Jefferson Elementary School

14300 Bancroft Ave • San Leandro . • 6142800 • Grades K-5

Judith Alcala, Principal

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

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Leandro Unified School District

835 E. 14th Street, Suite 200  
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#### District Governing Board

Monique Tate

**Member (Area 1)**

Christian Rodriguez

**Vice President (Area 2)**

Evelyn Gonzalez

**President (Area 3)**

Leo Sheridan

**Member (Area 4)**

Diana J. Prola

**Member (Area 5)**

James Aguilar

**Clerk (Area 6)**

Peter Oshinski

**Member (At-Large)**

Mackenzie Cin

**Student Board Member**

#### District Administration

Dr. Michael McLaughlin  
**Superintendent**

Dr. Sonal Patel  
**Assistant Superintendent  
Educational Services**

Dr. Zarina Zanipatin  
**Assistant Superintendent  
Administrative Services**

Dr. Kevin Collins  
**Assistant Superintendent  
Business & Operations**

### School Description

#### Principal's Message

Thomas Jefferson Elementary School is a TK-5th grade school that does not just embrace our diverse cultural and linguistic backgrounds but that we celebrate them. We are a community of staff, students, parents and caregivers that believe in developing students academic, socio-emotional, civic, and cultural competence. We partner with neighbors, community-based organizations, and local businesses to enhance the educational experiences and resources available to our students. We are committed to fostering and building the relationships critically needed to close the racial, linguistic, and economic resource gap many of our families face, so as to achieve high academic standards for all of our children.

With a focus on the Common Core State Standards the Jefferson staff is committed to providing an educational program in which the school's instructional practices, resources, and services are effectively coordinated to meet the assets of all students' learning styles. Within our school program we offer a strand of English Instructed classes Tk-5th grade, in addition to our Spanish biliteracy strand for our 1st-5th grade students in a Transitional Bilingual Model that is converting into a Dual Language Immersion strand beginning with our current Kindergarten class. All programs provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th grades) and 2:1 (TK/Kindergarten) digital learning environments. In addition, students receive instruction in Music, Art, Physical Education and have full access to the school library and it's multimedia resources.

Jefferson Elementary not only has very active parent/family organizations but also values and cultivates strong partnerships with our families. Our Parent Teacher Association (PTA,), English Learner Advisory Committee (ELAC,) School Site Council (SSC,) and our dedicated volunteers work together to ensure all students meet high standards and are included in all aspects of the school. We welcome and promote that our neighboring community also gets involved and becomes an active part of our school.

#### District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

#### School Mission Statement

Jefferson Elementary is committed to providing a school environment that supports the academic, social-emotional, creative and civic learning of all students in our care. We believe that a focus on equitable outcomes will not only prepare our students for the future but to also live a happy and fulfilled childhood. As a community of learners we will honor the cultural and linguistic assets in our school community and hold high expectations of ourselves individually and collectively.

## 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 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	84
Grade 2	98
Grade 3	104
Grade 4	98
Grade 5	86
<b>Total Enrollment</b>	<b>566</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	14
American Indian or Alaska Native	0.4
Asian	11.7
Filipino	4.4
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	1.1
White	3.7
Two or More Races	3.5
Socioeconomically Disadvantaged	73.1
English Learners	41.9
Students with Disabilities	7.4
Homeless	1.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Thomas Jefferson	18-19	19-20	20-21
With Full Credential	29.2	29	30
Without Full Credential	2	1	1.67
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Leandro Unified	18-19	19-20	20-21
With Full Credential	◆	◆	433
Without Full Credential	◆	◆	13.67
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Thomas Jefferson Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

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 September 15, 2020, 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 August 2020 are illustrated in the chart.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Wonders K-5 Adopted 2018 McGraw-Hill  Maravillas K-2 Adopted 2018 McGraw-Hill  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Eureka Math Adopted April 2016  Great Minds  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	California Science MacMillan/McGraw Hill Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	K- Learn and Work 1st - Time and Place 2nd- Then and Now 3rd - Our Communities 4th - Our California 5th - Our Nation Scott Foresman Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/20/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	29	N/A	42	N/A	50	N/A
Math	27	N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	7	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

We believe that our families are the cornerstone to the success of our students at Thomas Jefferson Elementary School. Our staff invest in the relationships we have with our families in addition to creating opportunities for our parents and caregivers to not only have voice but also demonstrate their leadership and advocacy on behalf of the entire student population. These are the Parent-Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC), and of course, volunteering in the classroom. The SSC and ELAC meet monthly to facilitate the development and implementation of the School Plan for Student Achievement (SPSA). Our PTA 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, Pancake Breakfast and other school community events.

Once a month, parents are invited to meet informally with the principal and vice principal during our "Coffee Chat". This forum provides casual conversation for families to share comments and ask questions about numerous topics. A parent newsletter is posted on Parent Square weekly in three languages. This newsletter provides families with a school calendar of upcoming events and information about school business. Additionally, the school website is kept up to date so parents can have the latest information about the school. Teachers also use Parentsquare 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. We are always looking for new parents to partner with us in creating a safe and engaging learning environment for all our students and families.

**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 (School Year 2020-2021)**

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 vice-principal and the School Safety 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. During these monthly drills, staff goes over procedures with students and feedback is collected after each drill. The feedback is reviewed by our safety committee and adjustments are made if needed. 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 and family partnerships in all matters of student safety and 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.

Providing as much in-person live instruction that can be safely delivered is a priority of the district and community. SLUSD will follow guidelines from the California Department of Education, California Department of Public Health, Centers for Disease Control (CDC), The Alameda County Public Health Department, Alameda County Office of Education, and the Governor's office to plan for in-person scenarios when safe to do so this school year. District leadership and union leadership is continuously engaging in re-opening meetings to prepare for in-person instruction. Currently, SLUSD has plans to re-open in three phases:

1. 100% distance learning
2. Cohorts of students attending in-person in small groups and /or hybrid model, and
3. Full in-person instruction.

Regardless of the model, we recognize that students will need additional support to recover from any learning loss and tiered intervention in both academic and social-emotional support.

This school year, students will participate in daily live instruction (synchronous) with teachers and support staff. They will also have flexible time to work online or offline on instructional activities and assignments constructed by their teachers (asynchronous).

As we prepare to re-open our schools in phases, SLUSD is committed to following Alameda County's established safety guidelines when bringing students back to the classroom. Appropriate safety measures will include physical distancing, self-screening/active screening, specific classroom safety procedures, hand washing/sanitizing, and face-covering procedures. Additionally, SLUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and schools will be implementing outdoor activities for students that meet safety guidelines.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.0	4.1	5.6	5.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4	3.4	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.



## 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselor*</b>	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
<b>Counselor (Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.4
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.5

\*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>K</b>	19	2	5		20	2	4	4	24			
<b>1</b>	26		3		24		3		24		3	
<b>2</b>	26		4		23	1	4		32	2	1	
<b>3</b>	23		4		25		4		24	1	3	
<b>4</b>	30		3		23	1	3		25		4	
<b>5</b>	27		4		30		1	2	22	1	3	
<b>Other**</b>									23	1	1	

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

Professional development is a part of the Thomas Jefferson Site Plan for Student Achievement (SPSA) and a major component of instructional support to teachers and instructional staff. 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. Professional development is centered around academic and behavioral outcomes and supports. This year professional development is ongoing and tailored to distance learning for all staff that works with students. Certificated and classified staff 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, biliteracy and the use of Chromebooks to support student learning. Staff members also have an opportunity to attend professional development opportunities through San Leandro Teachers' Association and the Alameda County Office of Education.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$63,460	\$49,782
Mid-Range Teacher Salary	\$87,625	\$76,851
Highest Teacher Salary	\$115,855	\$97,722
Average Principal Salary (ES)	\$137,277	\$121,304
Average Principal Salary (MS)	\$145,760	\$128,629
Average Principal Salary (HS)	\$168,919	\$141,235
Superintendent Salary	\$337,201	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40.0	33.0
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)
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Title IV, Part A, Student Support and Academic Enrichments

### 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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,967.07	\$1,842.00	\$6,125.07	\$95,180.33
District	N/A	N/A	\$5,950.42	\$91,590
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.9	5.5
School Site/ State	-20.3	19.8

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