Jefferson Elementary School

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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

San Leandro Unified School District

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Principal's Message

Thomas Jefferson Elementary School is a large (634 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. Parents are also welcome to share a cup of coffee with the principal every first Friday morning of the month for Coffee and Conversation meetings where parents are updated on school information and invited to ask questions. 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 and Remind.com 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	14.7
American Indian or Alaska Native	0.3
Asian	9
Filipino	2.8
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	1
White	4.6
Two or More Races	2.6
Socioeconomically Disadvantaged	74.3
English Learners	49.5
Students with Disabilities	7.3
Foster Youth	0.5

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	116
Grade 1	106
Grade 2	96
Grade 3	86
Grade 4	105
Grade 5	105
Total Enrollment	614

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			
Jefferson Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	33	31	29
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	1	0
San Leandro Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Jefferson Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

*   "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 2017-18)

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 November 14, 2017 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 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Hampton Brown Adopted 2002 Houghton Mifflin Adopted 2002 Hampton Brown Adopted 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	MacMillan/McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)
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) Year and month in which data were collected: 8/15/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Library: Carpet is frayed in several locations.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Girls Restroom by Room 22: One toilet seat is loose. Girls Restroom by Room 33: One toilet seat is loose. Girls Restroom by Cafeteria: One toilet seat is loose.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	25	34	43	44	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	30	26	38	38	48	48
Math	19	20	24	25	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.2	18.3	4.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	102	99	97.1	34.3
Male	57	55	96.5	34.6
Female	45	44	97.8	34.1
Black or African American	13	12	92.3	41.7
Hispanic or Latino	69	68	98.6	29.4
Socioeconomically Disadvantaged	74	72	97.3	27.8
English Learners	44	43	97.7	14.0
Students with Disabilities	12	10	83.3	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	290	96.03	25.52
Male	154	144	93.51	22.22
Female	148	146	98.65	28.77
Black or African American	47	46	97.87	15.22
American Indian or Alaska Native	--	--	--	--
Asian	24	20	83.33	65
Filipino	--	--	--	--
Hispanic or Latino	200	198	99	23.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	237	229	96.62	23.14
English Learners	167	156	93.41	26.28
Students with Disabilities	36	36	100	5.56
Foster Youth	--	--	--	--

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 2016-17 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	302	299	99.01	20.07
Male	154	151	98.05	22.52
Female	148	148	100	17.57
Black or African American	47	47	100	6.38
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100	41.67
Filipino	--	--	--	--
Hispanic or Latino	200	198	99	20.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.67	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	237	234	98.73	17.52
English Learners	167	166	99.4	22.29
Students with Disabilities	36	36	100	5.56
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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 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 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 and Project LEAN.

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, 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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.4	1.6	2.9
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.9	6.4	6.5
Expulsions Rate	0.1	0.1	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100	

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	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1
Other	2
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+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	21	24	23	2	1	1	4	4	4			
1	27	27	27				3	3	4			
2	27	26	27				4	4	3			
3	27	26	26				4	4	4			
4	31	29	30				3	3	3			
5	31	29	30				3	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, Discovery Ed 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, partnership with San Francisco Opera.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$58,645	$46,511
Mid-Range Teacher Salary	$80,977	$73,293
Highest Teacher Salary	$107,065	$92,082
Average Principal Salary (ES)	$122,739	$113,263
Average Principal Salary (MS)	$134,702	$120,172
Average Principal Salary (HS)	$156,104	$131,203
Superintendent Salary	$284,181	$213,732
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	5215	331	4885	87346
District	♦	♦	5215	$86,964
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			-6.3	0.4
Percent Difference: School Site/ State			-25.7	17.3

* Cells with ♦ do not require data.

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
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- 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 http://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.