

# Thomas Jefferson Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Thomas Jefferson Elementary School
<b>Street</b>	14300 Bancroft Ave
<b>City, State, Zip</b>	San Leandro
<b>Phone Number</b>	510-618-4310
<b>Principal</b>	Natalie Valencia
<b>Email Address</b>	nvalencia@slusd.us
<b>School Website</b>	<a href="https://www.slusd.us/jefferson/">https://www.slusd.us/jefferson/</a>
<b>County-District-School (CDS) Code</b>	01-61291-6002398

## 2022-23 District Contact Information

<b>District Name</b>	San Leandro Unified School District
<b>Phone Number</b>	510-667-3500
<b>Superintendent</b>	Dr. Michael McLaughlin
<b>Email Address</b>	mmclaughlin@slusd.us
<b>District Website Address</b>	<a href="https://www.slusd.us/">https://www.slusd.us/</a>

## 2022-23 School Overview

### 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 also celebrates 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 Dual-Language Immersion strand for our K-5th grade students. 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 digital learning environments. In addition, students receive instruction in Music, Art, Physical Education and have full access to the school library.

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,) a Parent and Teachers Advocating for African American Student Success (PATAAASS) group, 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.

## 2022-23 School Overview

### 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	92
Grade 2	75
Grade 3	81
Grade 4	96
Grade 5	89
<b>Total Enrollment</b>	<b>529</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.9
Asian	11.0
Black or African American	12.9
Filipino	3.6
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3.2
White	3.8
English Learners	40.6
Foster Youth	0.4
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	81.3
Students with Disabilities	9.3

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.20	93.89	380.40	89.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.40	1.49	4.00	0.94	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.60	1.10	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.86	9.90	2.35	12115.80	4.41
<b>Unknown</b>	1.00	3.72	25.00	5.91	18854.30	6.86
<b>Total Teaching Positions</b>	26.80	100.00	424.10	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.50	94.67	363.50	84.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.00	1.19	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	4.81	20.90	4.89	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	10.00	2.36	11953.10	4.28
<b>Unknown</b>	0.10	0.48	28.30	6.61	15831.90	5.67
<b>Total Teaching Positions</b>	29.00	100.00	427.90	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.40

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.20	0.00

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	7.10
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	2.70

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 14, 2021, 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 2021 are illustrated in the chart.

<b>Year and month in which the data were collected</b>	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Wonders Grades K-5 Adopted 2018 McGraw-Hill  Maravillas Grades K-2 (ELD) Adopted 2018 McGraw-Hill	Yes	0
<b>Mathematics</b>	Eureka Math Adopted 2016 Great Minds	Yes	0
<b>Science</b>	Amplify Science Adopted 2020	Yes	0
<b>History-Social Science</b>	Inspiring Wonder and Facilitating Change: History for All District Developed Adopted Curriculum 2021	Yes	0

### School Facility Conditions and Planned Improvements

#### Age & Condition of Facilities

Jefferson Elementary School was originally constructed in 2004 and is currently comprised of 23 permanent classrooms, two portable classrooms, two 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.

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

8/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

**School Facility Conditions and Planned Improvements**

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	26	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	21	N/A	25	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	269	256	95.17	4.83	25.78
<b>Female</b>	127	124	97.64	2.36	30.65
<b>Male</b>	142	132	92.96	7.04	21.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	28	26	92.86	7.14	42.31
<b>Black or African American</b>	42	38	90.48	9.52	15.79
<b>Filipino</b>	11	11	100.00	0.00	27.27
<b>Hispanic or Latino</b>	159	153	96.23	3.77	25.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	42.86
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	104	98	94.23	5.77	8.16
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	219	209	95.43	4.57	23.92
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	28	96.55	3.45	10.71

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	270	257	95.19	4.81	21.40
<b>Female</b>	128	123	96.09	3.91	13.82
<b>Male</b>	142	134	94.37	5.63	28.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	28	27	96.43	3.57	29.63
<b>Black or African American</b>	42	38	90.48	9.52	13.16
<b>Filipino</b>	11	11	100.00	0.00	36.36
<b>Hispanic or Latino</b>	160	152	95.00	5.00	21.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	28.57
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	105	100	95.24	4.76	10.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	219	210	95.89	4.11	18.57
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	28	96.55	3.45	14.29

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	18.6	NT	24.07	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	93	88	94.62	5.38	18.6
<b>Female</b>	47	47	100	0	21.74
<b>Male</b>	46	41	89.13	10.87	15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	27.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	52	94.55	5.45	24
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	31	27	87.1	12.9	3.7
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	74	71	95.95	4.05	15.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.92%	97.85%	96.77%	98.92%	102.15%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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), a Parent and Teachers Advocating for African American Student Success (PATAAASS) group 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 The Latino Literacy Project, Positive Discipline, and Understanding Assessments.

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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	584	561	308	54.9
<b>Female</b>	286	275	147	53.5
<b>Male</b>	298	286	161	56.3
<b>American Indian or Alaska Native</b>	7	7	4	57.1
<b>Asian</b>	66	62	17	27.4
<b>Black or African American</b>	77	75	47	62.7
<b>Filipino</b>	22	19	9	47.4
<b>Hispanic or Latino</b>	348	339	203	59.9
<b>Native Hawaiian or Pacific Islander</b>	5	5	2	40.0
<b>Two or More Races</b>	18	17	8	47.1
<b>White</b>	25	23	9	39.1
<b>English Learners</b>	251	243	134	55.1
<b>Foster Youth</b>	2	2	2	100.0
<b>Homeless</b>	17	17	11	64.7
<b>Socioeconomically Disadvantaged</b>	484	467	257	55.0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	60	60	33	55.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.70	3.85	2.45
Expulsions	0.00	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.08	0.03	4.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.08	0.00
Female	0.35	0.00
Male	5.70	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	0.00



## 2022-23 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 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 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.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. for the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

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

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		3	
2	32		2	1
3	24	1	3	
4	25		4	
5	22	1	3	
Other	23	1	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	23		3	
2	22		3	
3	21	2	2	
4	29		3	
5	27	1	2	
Other	28		2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	6		
1	22	2	2	
2	21	1	2	
3	17	2	2	
4	17	3	2	
5	20	1	3	
Other	14	2	2	

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, 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>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,424.	\$2,149.00	\$6,275.00	\$94,967.75
<b>District</b>	N/A	N/A	\$6001.	\$102,465.90
<b>Percent Difference - School Site and District</b>	N/A	N/A	4.5	-7.6
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	-5.0	13.3

## 2021-22 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$65,522	\$52,478
<b>Mid-Range Teacher Salary</b>	\$87,439	\$80,810
<b>Highest Teacher Salary</b>	\$119,620	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$141,739	\$127,080
<b>Average Principal Salary (Middle)</b>	\$150,497	\$134,264
<b>Average Principal Salary (High)</b>	\$174,409	\$147,200
<b>Superintendent Salary</b>	\$371,764	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	39%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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, Anti-Racist Education, 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3