

Jefferson

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education *Published during the 2018-19 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevens@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2018—19)	
School Name	Jefferson
Street	2001 Pebblewood Dr.
City, State, Zip	Sacramento, Ca, 95833-1400
Phone Number	916-567-5580
Principal	Danisha Keeler, Principal
E-mail Address	dkeeler@natomasunified.org
Web Site	http://natomasunified.org/jfs/
County-District-School (CDS) Code	34752836104731

Last updated: 11/30/2018

School Description and Mission Statement (School Year 2018—19)

Jefferson School promotes high academic success through high expectations and high quality instruction. Jefferson encourages active student engagement by providing each student a diverse education in a safe, supportive, nurturing environment that promotes self-discipline, motivation, and excellence in learning. The Jefferson team joins the parents and community to assist the students in developing 21st century skills to become independent and self-sufficient life-long learners who will succeed and contribute responsibly to the global market.

In the 2018-2019 Jefferson School was recognized for the second year in a row, by the California PBIS (Positive Behavior Interventions and Supports) Coalition, as a 2018 Silver Medal School for the dedicated implementation of PBIS school-wide. Some of the school-wide practices include but are not limited to: school-wide expectations and acknowledgment system, weekly behavior lessons with videos and PBIS minor/major referral implementation and tracking. Jefferson School has used the site based PBIS Tier II team to target specific students for added behavioral interventions that include: HEROES boys teacher led mentoring program, Check In/ Check Out system, and Second Step Curriculum focused on Social Emotional Learning. We have also teamed up to work with S.T.O.R.M (Strong Team of Role Models) to build added relationships with students to help guide them to make positive behavioral decisions in and out of the classroom.

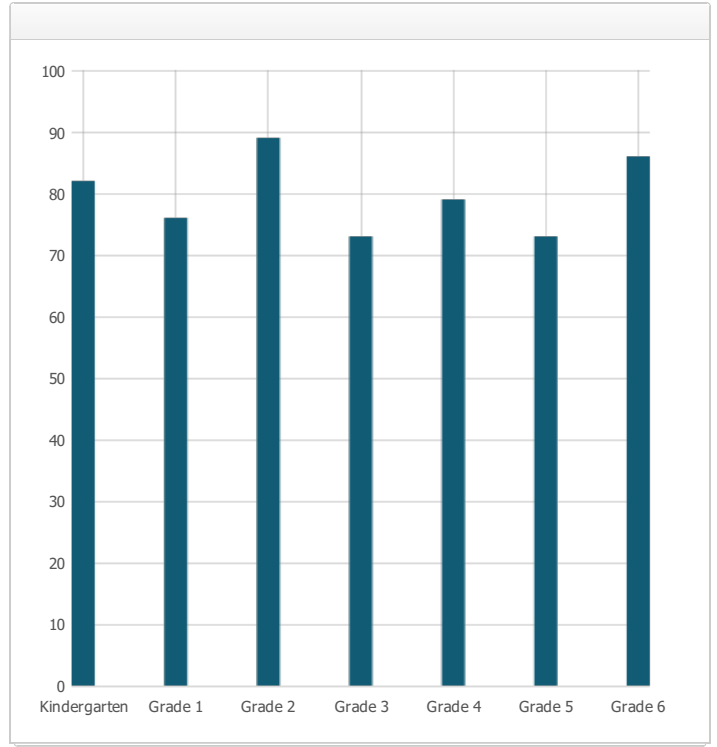
Jefferson School continues to support our English Learning students daily in many ways. At Jefferson, we have an English Learner Instructional Assistant that works with targeted English Learning students who have past ELPAC scores of 1,2 or 3 who have not been reclassified in grades 1st – 6th, for 30 minutes 2-3 times a week depending on their level of need. We continue to have English Language Development (ELD)/ WIN (Whatever I Need) designated time each day for 35 minutes at each grade level TK-6th grade, in which teachers focus on oral language, vocabulary and foundational phonics skills in kindergarten – 2nd grade; and reading comprehension, writing and literature responses in 3rd – 6th grade. Teachers provide six weeks of targeted Common Core standards based instruction during this time with the seventh week being an assessment week, so that teachers are able to monitor, track and re-organize students based on their individual needs in alignment to the grade level standards. Students who are classified as English Learners within seventh grade are provided daily ELD instruction through a targeted class within the course of their day.

Jefferson School has implemented a focus of Performance Tasks in both English Language Arts and Math, but not limited to these content areas, this year. Along with continuing to refine practices to support and develop student work products, rubric development and implementation within every classroom, in order to provide rigorous high quality first instruction to all students on the Jefferson campus. We are also committed to providing differentiated small group instruction to meet the needs of all students to increase their academic success. Teachers at Jefferson also provide some targeted teacher led intervention support through our JAGS (Jefferson Academy of Growth and Success) after school program, in Math and/or ELA. Jefferson School has continued to increase the number of Chromebook carts on our campus, and has become a one-to-one campus in all grades Transitional Kindergarten through seventh grade, in order to give students multiple opportunities to develop their skills and prepare our students to achieve at high levels in order to begin their path to be Career and College Ready in the 21st century. Jefferson School is also in the process of expanding to a PK-8th grade campus. This year, our campus expanded to include seventh grade. The campus will grow by one grade level to include eighth grade next year in which the campus will be a fully developed PK- 8th grade program.

We strive to meet the needs of each of our students by adhering to the District's core beliefs and vision, which serve as guiding principles for site level planning. The core beliefs are: Every student can learn and succeed, disparity and disproportionality can and must be eliminated, our diversity is our strength, and staff must be committed, collaborative, caring, and exemplary. All of these are the foundation of the district vision of: All NUSD students graduate as college and career ready, productive, responsible, and engaged global citizens.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	82
Grade 1	76
Grade 2	89
Grade 3	73
Grade 4	79
Grade 5	73
Grade 6	86
Total Enrollment	558



Last updated: 12/6/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	23.8 %
American Indian or Alaska Native	0.4 %
Asian	5.0 %
Filipino	1.6 %
Hispanic or Latino	46.8 %
Native Hawaiian or Pacific Islander	1.4 %
White	10.9 %
Two or More Races	8.6 %
Other	1.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.8 %
English Learners	24.7 %
Students with Disabilities	10.4 %
Foster Youth	2.5 %

A. Conditions of Learning

State Priority: Basic

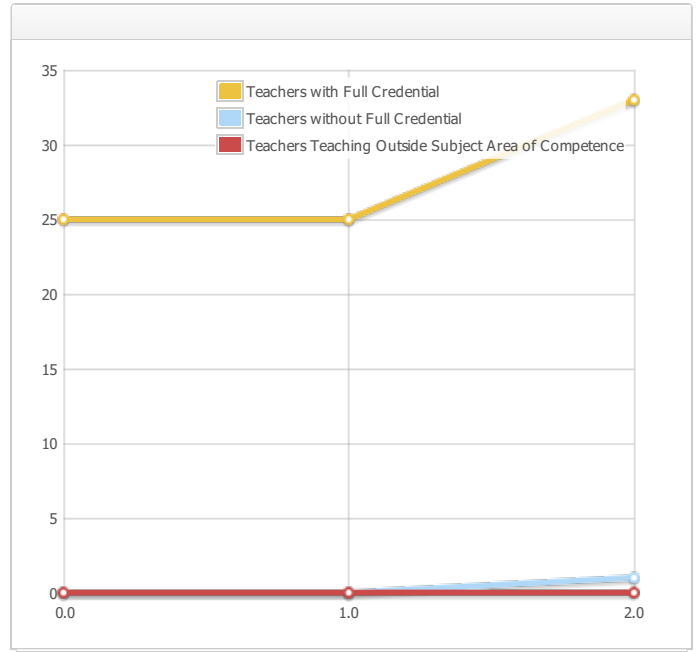
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

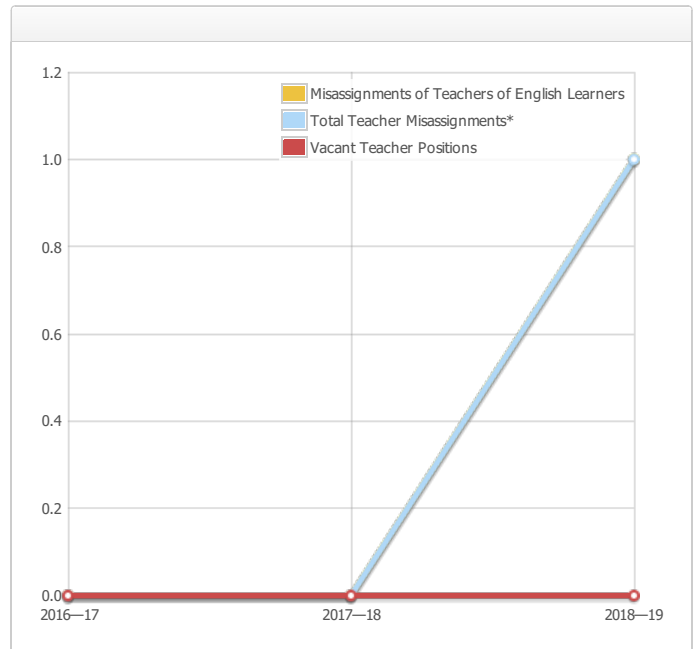
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	25	33	512
Without Full Credential	0	0	1	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/27/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

Last updated: 12/27/2018

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

Natomas Unified held a public hearing on September 26, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - McGraw Hill / 2016 Study Sync - McGraw Hill / 2016	Yes	0.0 %
Mathematics	Go Math - Houghton Mifflin / 2015 Integrated 1 - Houghton Mifflin / 2015	Yes	0.0 %
Science	California Science - Pearson / 2008 Holt Science - Holt, Rinehart & Winston / 2001	Yes	0.0 %
History-Social Science	Reflections - Harcourt / 2007 Discovering Our Past - Glencoe / 2007	Yes	0.0 %
Foreign Language	Expresate I - Holt, Rinehart & Winston / 2008	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/26/2018

School Facility Conditions and Planned Improvements

Jefferson School was built in 1989. Since then, the school has expanded with additional portables. Jefferson School recently provided Westlake Charter's 5th-8th grades with portables located on the Jefferson campus for daily classroom use. Jefferson has 24 and 14 portables classrooms, one library, and one multi-purpose room. There is one office building where all administrative space is located. Jefferson had some classroom carpets replaced, and is scheduled to start modernization updates to the roofing, HVAC, and life safety systems in the Summer of 2018.

Through a work order process, the facility continues to receive ongoing repairs. During the yearly inspection in July of 2017, the facility was found to be in need of minor repairs which have since been fixed.

Jefferson Elementary has 2 dedicated custodial staff.

During the Summer of 2018, Jefferson school underwent Modernization to the campus which included new flooring, paint, HVAC, roofing, and upgrades to the network and technology in the buildings.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

CLASSROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.
- No lights should be burned out.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Wash whiteboard and bulletin boards.

OFFICE, CONFERENCE, AND STAFF ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Difficult areas should be reasonably or somewhat dust-free.
- Telephones should be free of hand marks and oil.
- Reception or service countertops should be free of marks, handprints, and dust.
- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.

- Magazines, books, and informational pamphlets in waiting areas should be arranged in a neat and orderly fashion.
- No lights should be burned out.
- All drinking fountains and sinks should be free of dirt, debris, calcium spots, or build-up. Fixtures should shine.
- Thresholds and entry areas should be free of dirt and dust.
- Conference tables should be free of marks and smudges. Tops should shine.
- High or difficult to dust areas should be reasonably or somewhat dust-free.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Upholstered furniture should be free of dust and stains.

SHOP AND ART ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- All pencil sharpeners should be empty.
- Wastebaskets and trash cans should be empty, and trash liners should be without tears and soil-free.
- The area around wastebaskets and trash cans should be free of dirt, grease, paint, and marks.
- Sinks, faucets, and easily accessible surrounding areas should be free of dirt, stains, grease, paint, and debris.
- Sinks and faucets should be reasonably shiny.
- Towel and soap dispensers should be reasonably full (at least enough supply for the next school day).
- Dispensers should be free of dirt, dust, prints, grease, paint, and marks.
- All easily accessible horizontal surfaces should be reasonably dust-free. It should be noted that shop equipment is maintained by students and teaching staff.
- All accessible floor areas should be free of dirt, dust, grease, paint, and debris, including the edges, corners, and areas around desks, chairs, and benches.
- All floor areas should be free of chewing gum.
- All floor areas should be free of spills and spots.
- Doors, door frames, light switch plates, cabinets, and the area around the pencil sharpeners should be free of dirt, prints, marks, grease, and paint.
- White boards should be free of chalk dust.
- Thresholds and entryways should be free of dirt, dust, and debris.
- All air intake and exhaust vents and registers should be reasonably free of dust.
- All lights should be working. There should be no flickering lights.
- If requested or scheduled, the chalkboard should be free of writing, chalk dust, and handprints.
- All lower, easily accessible window ledges should be free of dust, dirt, and dead insects.
- All lower, easily accessible windows should be reasonably clean.
- High or difficult to reach areas should be somewhat dust-free.

SIDEWALKS, WALKWAYS, RAMPS, STEPS, AND OTHER AREA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- These areas should be free of trash and debris.
- These areas should be reasonably free of gum.
- These areas should be reasonably free of stains and spills.
- The edges and corners of buildings and raised walkways should be reasonably free of dirt, sand, dead grass, and debris.
- The areas under open ramps should be somewhat free of debris.
- Easily accessible areas under ramps should be free of paper and trash.
- Areas adjacent to closed ramps should be free of trash, dirt, and debris.

- Steps should be free of trash, dirt, and debris. Corners and edges of steps should be free of build-up.

CAFETERIA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Trash/Recycling cans should be empty, re-lined with new liners, and free of stains, liquid, and debris inside and out.
- Cafeteria tabletops should be free of food, liquid, and debris.
- Table frames should be reasonably free of dust, stains, and marks.
- The walls should be free of food, liquid, stains, handprints, and marks.
- All accessible floor areas should be free of food, liquid, debris, and dirt. Floors should be free of haze and mop-stroke marks. There should be a reasonable shine to the floor.
- The edges and corners of floors should be free of any dust, dirt, or buildup.
- The drinking fountains, fixtures, and surrounding wall area should be free of dust, dirt, stains, marks, and debris. Drinking fountains and fixtures should be reasonably shiny.
- Stage floors, steps, and handicap lift should be free of dirt, food, trash, debris, and liquid.
- Doors, door frames, switch plates, and surrounding areas should be free of handprints, marks, and dirt.
- Partitions and door glass should be free of handprints, marks, smudges, food, and liquid.
- All lights should be working. There should be no flickering lights.
- All exit lights should be operational.
- Thresholds and entry areas should be free of dirt, dust, and stains.
- There should not be any gum or buildup in these areas.
- Air intake and exhaust vents should be reasonably dust free.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary
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Last updated: 1/30/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	18.0%	23.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	29.0%	33.0%	32.0%	37.0%	38.0%

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

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

Last updated: 1/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	312	97.81%	23.08%
Male	162	160	98.77%	22.50%
Female	157	152	96.82%	23.68%
Black or African American	73	70	95.89%	17.14%
American Indian or Alaska Native	--	--	--	
Asian	14	13	92.86%	53.85%
Filipino	--	--	--	
Hispanic or Latino	162	160	98.77%	23.13%
Native Hawaiian or Pacific Islander	--	--	--	
White	24	23	95.83%	30.43%
Two or More Races	25	25	100.00%	36.00%
Socioeconomically Disadvantaged	173	168	98.17%	20.9%
English Learners	64	62	96.88%	14.52%
Students with Disabilities	47	45	95.74%	2.22%
Students Receiving Migrant Education Services				
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.

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	313	97.81%	29.08%
Male	162	160	98.77%	31.88%
Female	158	153	96.84%	16.15%
Black or African American	73	70	95.89%	21.43%
American Indian or Alaska Native	--	--	--	
Asian	14	13	92.86%	69.23%
Filipino	--	--	--	
Hispanic or Latino	162	160	98.77%	28.13%
Native Hawaiian or Pacific Islander	--	--	--	
White	25	14	96.00%	50%
Two or More Races	25	25	100.00%	32.00%
Socioeconomically Disadvantaged	274	269	98.18%	27.13%
English Learners	64	62	96.88%	19.35%
Students with Disabilities	47	45	95.74%	11.11%
Students Receiving Migrant Education Services				
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.

Last updated: 1/31/2019

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.7%	28.6%	44.3%

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.

Last updated: 1/28/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents have numerous opportunities to participate in their children's education. Our parents are very active; however, we continue to seek more ways to keep the lines of communication open. Our Parent-Teacher Association (PTA) has historically been very strong and works hard to support our school. They engage in many fundraising and other activities such as the Halloween Carnival, Jog-a-thon, Field Days, school dances, and much more. There are also a number of opportunities to volunteer, such as working with students within the classroom setting and chaperoning field trips. The School Site Council (SSC) meets throughout the year and functions as an advisory committee with oversight of some of our budgets as well as other site-based initiatives. Jefferson also has monthly Coffee and Conversation meetings, where parents meet with school administration to discuss the school, as well as receive information from various guest speakers. We also have a site-based English Learner Advisory Committee (ELAC) which meets once a month and serves to offer advice with issues related to our English Learners. In addition, Jefferson works closely with the district parent program called Parent University. Parent University works to empower parents and to create partnerships between parents, their school, community and the Natomas Unified School District.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

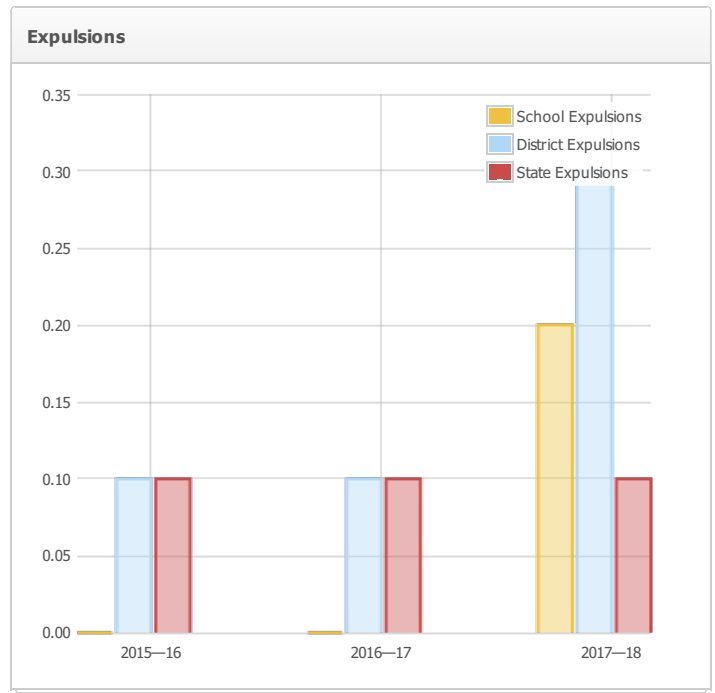
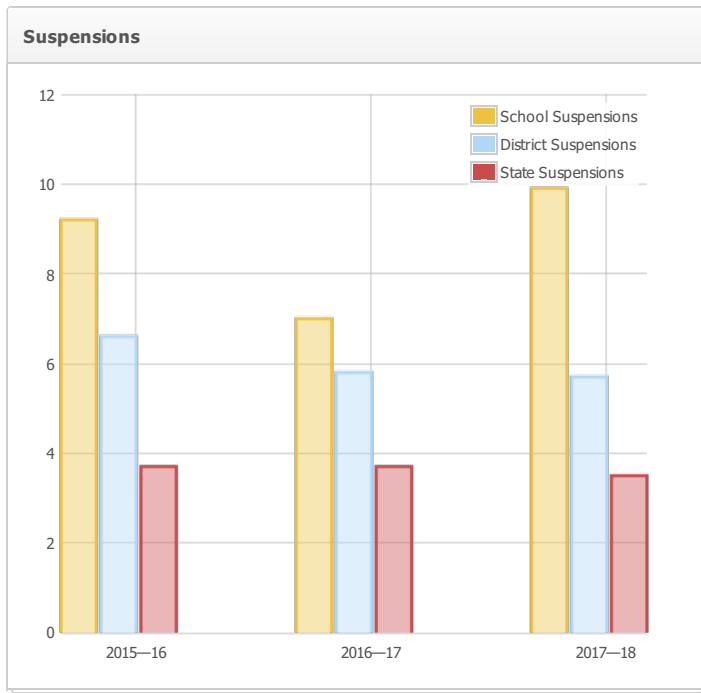
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.2%	7.0%	9.9%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.2%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

School Safety Plan (School Year 2018—19)

Our Comprehensive School Safety Plan is in compliance with Senate Bill 187. Yearly, the committee meets to review materials. In addition to an Incident Command structure, this document outlines responses to fires, floods, earthquakes, toxic spills and campus intrusions. Specific instructions for staff and student response are outlined in the plan. We practice fire drills monthly and lock down drills at least twice a year so students and staff are practiced in the procedures outlined in our Safety plan.

Last updated: 1/21/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		3	
1	22.0	1	3	
2	27.0		3	
3	24.0		3	
4	25.0		3	
5	32.0		2	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		3	
1	22.0		4	
2	21.0	1	3	
3	24.0		3	
4	24.0		3	
5	27.0		3	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	25.0		3	
2	22.0		4	
3	24.0		3	
4	31.0		2	
5	30.0		3	
6	29.0		3	
Other**				

* 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.

Last updated: 12/27/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 12/27/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6271.0	\$790.0	\$5481.0	\$67189.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-29.9%	-0.6%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-26.1%	-13.0%

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

Last updated: 12/27/2018

Types of Services Funded (Fiscal Year 2017–18)

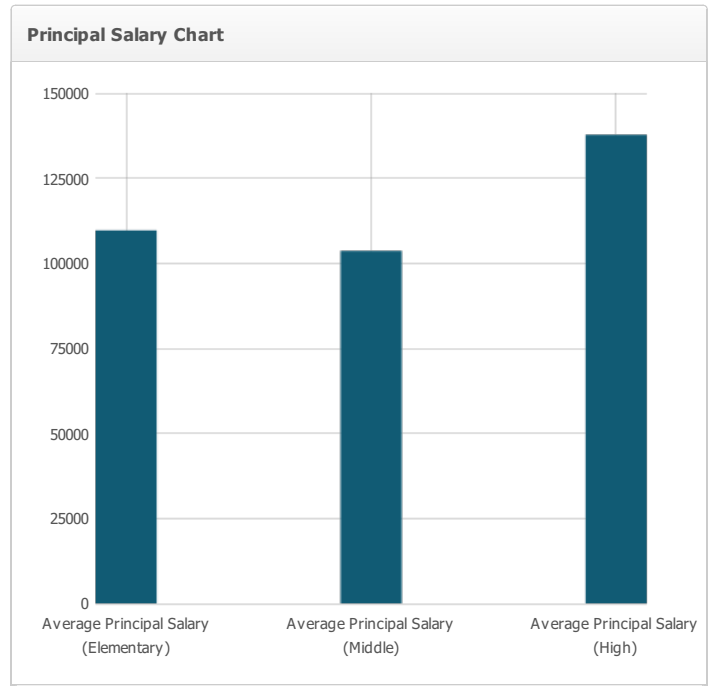
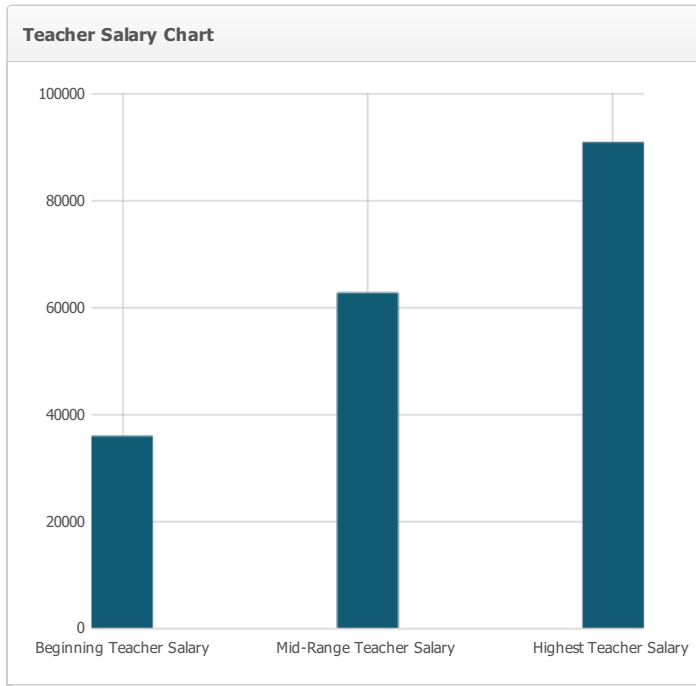
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, adapted physical education, home and hospital teachers, and health assistants. Our school receives Economic Impact Aid (EIA), English Language Acquisition Program and Title I funds which are used to improve student achievement.

Last updated: 1/21/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,892	\$47,547
Mid-Range Teacher Salary	\$62,691	\$74,775
Highest Teacher Salary	\$90,819	\$93,651
Average Principal Salary (Elementary)	\$109,646	\$116,377
Average Principal Salary (Middle)	\$103,647	\$122,978
Average Principal Salary (High)	\$137,781	\$135,565
Superintendent Salary	\$278,100	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/27/2018

Professional Development

During the 2018-2019 school year, the district provided 3.5 Professional Development Days for K-12 teachers. All teachers have been provided professional development focused on looking at standards to develop learning objectives. Then using the learning objectives to develop learning targets with student specific look fors. In a site-based break out session at the district professional development, Jefferson teachers were provided training in using Data to Plan Instruction. Teachers used a variety of assessment data (CAASPP data, IAB Interim Assessment Blocks and current curriculum assessments) to develop grade level instructional planning to address areas of added support needed and/or areas in which extension needed to be provided to students. This allowed teachers to continue to look deeper into their instructional practices as well as the data collection within their lessons to drive next steps in the lessons in which they are teaching. This year Jefferson teachers will continue to have five early release days focused on site specific areas of growth. Based on the 2017-2018 CAASPP data Jefferson will focused on the development and implementation of high quality and rigorous performance task assessments, specifically in ELA and Math but not limited to these areas, that contain multiple types of characteristics in which students have to perform to demonstrate their knowledge, understanding and proficiency of content. Teachers will also continue to focus on the analysis and development of continued development of high quality rubrics aligned to grade

level Common Core Standards that have then been used to analyze student work products and performance tasks. Through the analysis process teachers have collected data as grade level teams, determined trends within that data and made plans to address specific and targeted areas for growth both as a grade level and within their individual classrooms. Jefferson has continued to develop its PBIS (Positive Behavior Interventions and Supports) team by attending district PBIS trainings. Through this process Jefferson has provided added professional development to its PBIS Tier II Team (MTSS Team). This has allowed Jefferson to strengthen the implementation of PBIS school-wide and to increase behavioral supports and systems school-wide in the continuing effort to decrease behavioral incidents and/or suspension on campus. Jefferson teachers have also continued to be provided after school training opportunities to develop PBIS in the Classroom professional development delivered by the district behavioral teacher on special assignment (TOSA) with PBIS follow up coaching for any teachers and/or staff interested. This has explicitly been extended to the seventh grade team, as the Jefferson campus continues to expand grade levels. Based on the 2017-2018 California School Dashboard data and in the effort to strengthen PBIS practices and school culture, Jefferson School has also implemented Restorative Justice Practices school-wide. Teachers have been provided multiple opportunities to attend 12 hours of Restorative Justice training on the implementation of Restorative Justice Practices within the classrooms. Teachers have committed to having no less than monthly Restorative Justice Circles within the classroom setting. These meetings are monitored and tracked so that the data collected can be used for future training and/or coaching that may be needed throughout the year. All teachers 3rd – 7th grade have continued to be provided job embedded professional development cycles in data driven instruction that consisted of using our assessments, backward planning, rigorous instruction, and high leverage instructional strategies that are developed with each grade level alongside the district teacher-on-special-assignment. They then received follow-up coaching with district teacher-on-special-assignment (TOSA) for each individual teacher in which the TOSA models lessons, co-teaches with the teacher and observes lessons provided by the teacher. All English Language Development (ELD) teachers 3rd – 7th grade have also been provided job embedded professional development in data driven instruction that consisted of 2 full days of training in ELD/SDAIE strategies and lesson development with the district English Learner TOSA. After teachers attended the 2 day training, they then received follow-up coaching with district English Learner teacher-on-special-assignment (TOSA) for each teacher. This year Jefferson teachers 1st-2nd grade are working with Generation Ready, a consulting and coaching company that supports teachers in the classroom to continue to build their understanding and development of Common Core Standards and teaching practices within our district and campus. Generation Ready consultants have been assigned to our school this year to support our 1st -2nd grade literacy instruction. Their focus is to provide student-centered professional learning in the classroom. Generation Ready consultants also provided added after-school professional development opportunities focused on small group instruction, how to take and analyze running records, how to ask questions that engage students in their learning, and developing rigor throughout lessons. Teachers are encouraged to continue their own learning by participating in various workshops and/or courses offered in Sacramento County, as well as Natomas Unified district provided professional development. Jefferson continued to develop the school culture of becoming a strong Professional Learning Community through professional development days, as well as collaboration meetings three times a month. Jefferson has also provided targeted Data Analysis and Planning Days for specific grade levels. These full day meetings are designed to build the collaboration of each grade level, while analyzing data, discussing current teaching practices, finding ways to provide extra intervention support to students, etc.

During the 2017-2018 school year, the district provided 3.5 Professional Development Days for K-12 teachers. All teachers have been provided professional development focused on rigor, lesson trajectories and lesson design. In a site-based break out session at the district professional development, Jefferson teachers were provided training on formative assessments and student look-fors within their daily instructional practices. This allowed teachers to look deeper into their instructional practices as well as the data collection within their lessons to drive next steps in the lessons in which they are teaching. This year Jefferson teachers have also had five early release days focused on developing high quality rubrics aligned to grade level Common Core Standards that have then been used to analyze student work products. Through the analysis process teachers have collected data as grade level teams, determined trends within that data and made plans to address specific and targeted areas for growth both as a grade level and within their individual classrooms. Jefferson has continued to develop its PBIS (Positive Behavior Interventions and Supports) team by attending district PBIS trainings. Through this process Jefferson has provided added professional development to its PBIS Tier II Team (MTSS Team). This has allowed Jefferson to strengthen the implementation of PBIS school-wide and to increase behavioral supports and systems school-wide in the continuing effort to decrease behavioral incidents and/or suspension on campus. Jefferson teachers have also been provided after school training opportunities to develop PBIS in the Classroom professional development delivered by the district behavioral teacher on special assignment (TOSA) with PBIS follow up coaching for any teachers and/or staff interested. All teachers 3rd – 6th grade have also been provided job embedded professional development in data driven instruction that consisted of 2 full days of training. This included using our new assessments, backward planning, rigorous instruction, and high leverage instructional strategies. After teachers attended the 2 day training, they then received follow-up coaching with district teacher-on-special-assignment (TOSA) for each teacher. This year Jefferson teachers PK-4th grade are working with Generation Ready, a consulting and coaching company that supports teachers in the classroom to continue to build their understanding and development of Common Core Standards and teaching practices within our district and campus. Generation Ready consultants have been assigned to our school this year to support our PK – 4th grade literacy instruction. Their focus is to provide student-centered professional learning in the classroom. Teachers are encouraged to continue their own learning by participating in various workshops and/or courses offered in Sacramento County, as well as Natomas Unified district provided professional development.

During the 2016-2017 school year, the district provided 3.5 Professional Development Days for K-12 teachers. All Jefferson teachers have been provided site-based training on Students and Trauma that was provided by our site-based school psychologist. This training has allowed our staff to develop a better understanding of the different types of trauma that humans experience, how children are affected by these types of trauma and how teachers can work to understand how to support, within the school environment/classroom, students who have and/or continue to experience trauma within their lives. Within the district-wide professional development day in October, all teachers continued to build knowledge, best practices, planning and implementation of NWEA data, CAG (Curriculum Alignment Guide) and YAG (Year-at-a-Glance) use and development and Standards Based grading practices within the Natomas Unified School District. Jefferson teachers continue to focus on developing their knowledge of Common Core, while developing lessons that are aligned to the Common Core State Standards. They also continue to be focused on providing and developing lessons that are highly engaging and data driven. Jefferson teachers are also continuing to develop a deeper understanding of differentiation and its implementation within their own classrooms through site-based professional development at staff meetings, collaboration meetings, academic conferencing and cognitive coaching from the site-based TOSA (Teacher on Special Assignment) and principal. Jefferson teachers have continued to focus on a school-wide implementation of Depth and Complexity Prompts within daily instructional practices. Teachers are provided within monthly training on what the Depth and Complexity Icons are as well as time to work collaboratively on ways to use them within daily lessons. They have also each been provided with a grade level set of Depth and Complexity Prompt stamps and a Depth and Complexity Look Book to use within their classrooms as a grade level and/or individually, as well as a school-wide calendar of the Icon focus for each month. Teachers are encouraged to continue their own learning by participating in various workshops and/or courses offered in Sacramento County, as well as Natomas Unified district provided professional development. Jefferson continues to develop the school culture of becoming a strong Professional Learning Community through professional development days, as well as collaboration meetings three times a month. Teachers continue to participate in Academic Conference Meetings at least two times a year. These full day meetings are designed to build the collaboration of each grade level, while analyzing data, discussing current teaching practices, finding ways to provide extra intervention support to students, etc. Jefferson Elementary has also established a PBIS Team (Positive Behavior Intervention Support Team) to refine current PBIS practices, establish new ones and provide added professional development to the Jefferson staff based on these new and refined practices in the effort to continue to build a positive and collaborative environment amongst staff, students, parents and the Jefferson community.

Last updated: 1/30/2019