

Heron

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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/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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevans@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2017-18)	
School Name	Heron
Street	5151 Banfield Dr.
City, State, Zip	Sacramento, Ca, 95835-1421
Phone Number	916-567-5680
Principal	Mrs. Amy Whitten, Principal
E-mail Address	awhitten@natomasunified.org
Web Site	https://natomasunified.org/hes/
County-District-School (CDS) Code	3475283011138

Last updated: 1/26/2018

School Description and Mission Statement (School Year 2017-18)

Heron is a K-8 school in the Natomas Unified School District that serves over 1,000 diverse students, the Heron Flyers! Our STEAM instructional focus, engaging school culture, and high levels of parent engagement make Heron a joyful place for all students to learn. Each day begins with a Morning Meeting, which helps build positive classroom communities and ensures each student feels connected at school. Our instructional model provides many opportunities for students to collaborate and be actively engaged in their learning. Our teachers provide a high level of differentiation in order to meet the needs of our students, including our students who are GATE, Special Education, or English Learners. Our STEAM focus brings an emphasis to science, art, and technology, and our strong partnership with our families creates a thriving school community that works together to support all of our students.

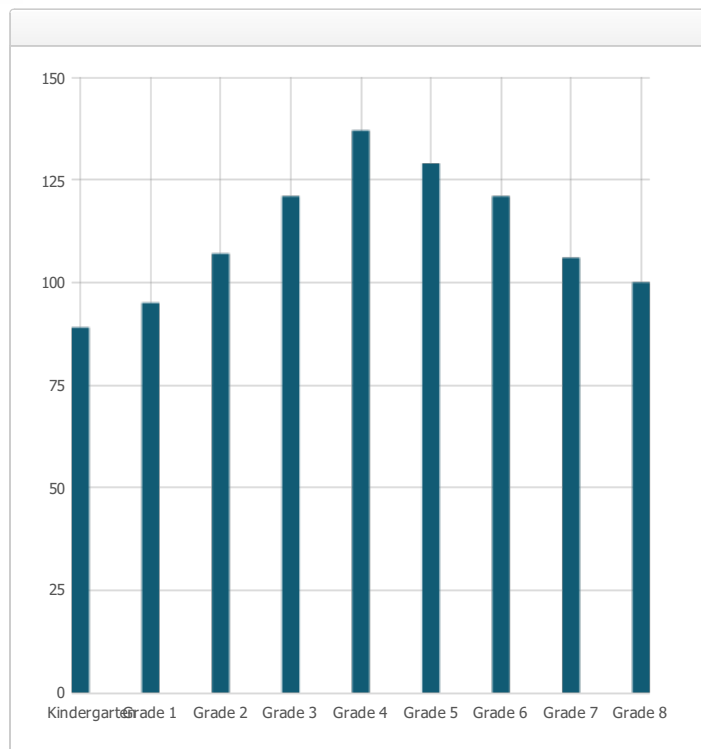
MISSION STATEMENT: Heron K-8 is a joyful place to learn. We care for our students and provide the support they need to achieve academic and personal growth. We engage with our community to provide a rigorous and nurturing learning environment, where students learn to collaborate, communicate, and treat each other with kindness and respect.

OUR VISION: All Heron students will be college and career ready, productive, responsible, and engaged global citizens.

Last updated: 12/15/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	89
Grade 1	95
Grade 2	107
Grade 3	121
Grade 4	137
Grade 5	129
Grade 6	121
Grade 7	106
Grade 8	100
Total Enrollment	1005



Last updated: 11/28/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	12.2 %
American Indian or Alaska Native	0.4 %
Asian	14.8 %
Filipino	6.8 %
Hispanic or Latino	23.9 %
Native Hawaiian or Pacific Islander	1.5 %
White	27.7 %
Two or More Races	12.4 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.3 %
English Learners	8.8 %
Students with Disabilities	13.4 %
Foster Youth	0.0 %

Last updated: 11/28/2017

A. Conditions of Learning

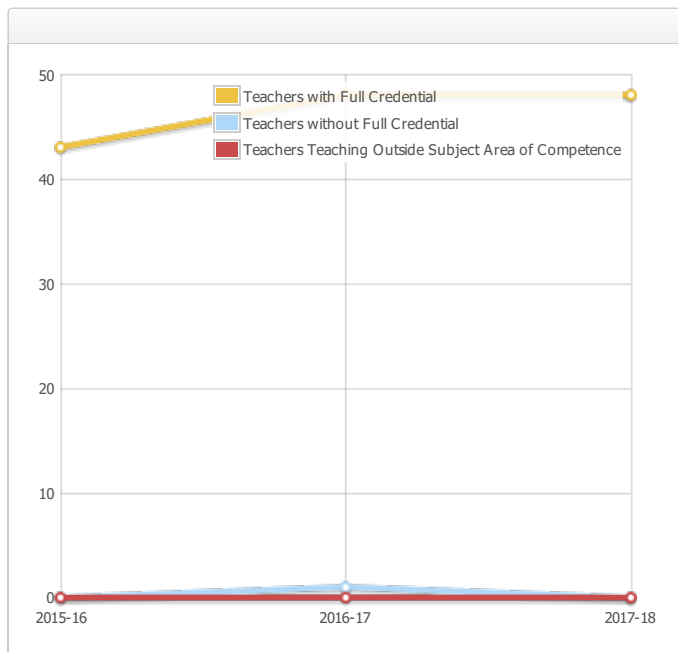
State Priority: Basic

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

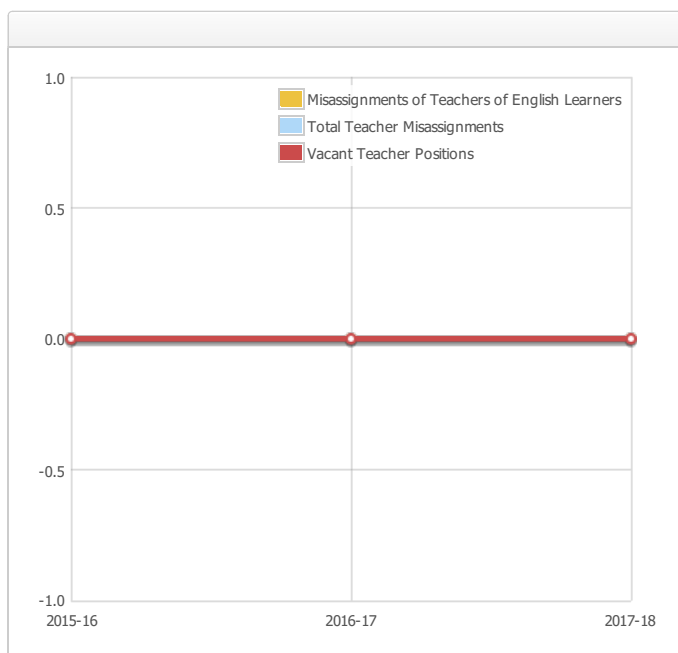
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	43	48	48	504
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/29/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/29/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Natomas Unified held a public hearing on September 27, 2017 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 2017 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 2017

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 & Wilson 2001 Hole's Essentials of Anatomy & Physiology - Glencoe 2007	Yes	0.0 %
History-Social Science	Reflections - Harcourt 2007 Discovering Our Past - Glencoe 2007 History Alive! - TCI 2006	Yes	0.0 %
Foreign Language	Expresate I - Holt, Reinhart & 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: 1/8/2018

School Facility Conditions and Planned Improvements

Heron School was built in 2006. There are 35 classrooms, 6 portables, 2 playgrounds, and 8 Admin/Library/Multipurpose buildings. Heron has 3 dedicated custodial staff members. NUSD believes in maintaining high expectations for the quality of all school programs. A work order process is used to ensure efficient services with emergency repairs given the highest priority.

In the summer of 16/17 many of classrooms had flooring replacements and updated finishes. A new 9 classroom building was added for increased occupancy in August 2017 through Bond Measure J and state matching funds.

Deferred Maintenance plan is currently being revised.

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: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

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: July 2017

Overall Rating	Good
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Last updated: 1/31/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	49%	45%	44%	43%	48%	48%
Mathematics (grades 3-8 and 11)	47%	44%	35%	33%	36%	37%

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: 11/21/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	681	678	99%	46%
Male	345	343	99%	36%
Female	336	335	99%	55%
Black or African American	84	84	100.00%	39%
American Indian or Alaska Native	--	--	--	
Asian	101	100	99%	60%
Filipino	47	47	100%	53%
Hispanic or Latino	176	157	100.00%	36%
Native Hawaiian or Pacific Islander	--	--	--	
White	176	175	99%	50%
Two or More Races	82	82	100%	51%
Socioeconomically Disadvantaged	216	216	100%	32%
English Learners	52	51	98%	25%
Students with Disabilities	99	98	99%	
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: 12/11/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	681	678	99%	45%
Male	345	343	99%	43%
Female	336	335	99%	47%
Black or African American	84	84	100.00%	30%
American Indian or Alaska Native	--	--	--	
Asian	101	100	99%	62%
Filipino	47	47	100%	51%
Hispanic or Latino	176	176	100.00%	30%
Native Hawaiian or Pacific Islander	--	--	--	
White	176	175	99%	48%
Two or More Races	82	82	100.00%	53%
Socioeconomically Disadvantaged	216	216	100.00%	28%
English Learners	52	51	98%	31%
Students with Disabilities	99	98	99%	16%
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: 12/11/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66.0%	69.0%	54.0%	51.0%	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.

Last updated: 12/12/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	26.4%	28.8%	15.2%
7	21.4%	23.3%	30.1%

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: 12/12/2017

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)

We encourage and appreciate parent involvement in all aspects of our school. Parents are invited to volunteer in our classrooms or may complete projects at home that will assist their child's teacher. Heron School has a strong and dedicated Parent-Teacher-Student Association (PTSA) and School Site Council (SSC). There are many exciting opportunities for parents interested in getting actively involved with our school. Our PTSA organizes events for our students and community throughout the school year including our Barn Dance, Heron Gala, Donuts with Dad, Muffins with Mom, Family Reading Night, and Family Science Night. We also hold monthly Principal Coffee Chats and K-8 parent education meetings. At these meetings, we share our vision, educate parents on the use of technology to support students at home, inform parents about school involvement, and encourage networking and friendship among parents. We appreciate parental involvement and support and recognize that their support helps our students, school, and community. Our PTSA Volunteer Coordinator is available to assist any parents or family members looking for ways to get involved, and can be reached by calling our Heron Front Office at (916) 567-5680.

State Priority: Pupil Engagement

Last updated: 12/15/2017

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

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

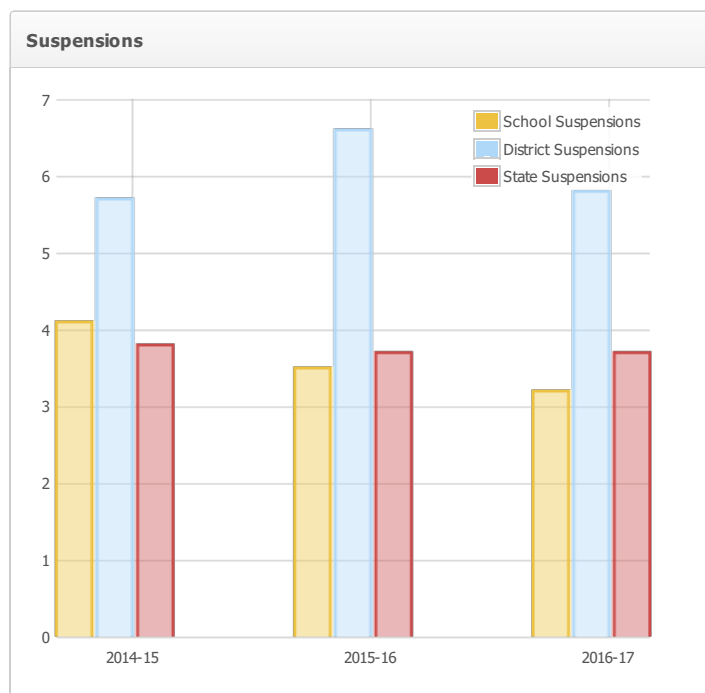
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.1%	3.5%	3.2%	5.7%	6.6%	5.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

Our Comprehensive School Safety Plan is in compliance with Senate Bill 187. Each school year, staff representatives review and revise our safety plan, which was presented this year at a staff meeting held on August 9, 2017. The safety plan is reviewed and approved by the NUSD School Board. Our safety plan outlines procedures for fire drills/emergencies, campus intruder/lock down drills, threat response actions, flood/earthquake preparedness, and reunification procedures. We are continually working to improve our practices and response times. In addition, we have worked to create an environment that is proactive in ensuring student safety through school involvement. Our administrators meet with our student leadership team to give them an opportunity to provide input on school programs and activities. We also have a full-time school psychologist and part-time K-8 Counselor that provides a variety of social-emotional supports for our students. Our school discipline policy follows a responsive discipline model, ensuring that corrective supports are put in place to address behavior challenges, in addition to any disciplinary action that is taken.

Last updated: 12/15/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 11/28/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	1	4	0	23.0	0	4	0	21.0	0	4	0
1	26.0	0	5	0	26.0	0	4	0	23.0	0	4	0
2	26.0	0	5	0	26.0	0	5	0	25.0	0	4	0
3	30.0	0	4	0	27.0	0	5	0	23.0	0	5	0
4	32.0	0	4	0	29.0	0	4	0	27.0	0	5	0
5	31.0	0	4	0	33.0	0	2	2	31.0	0	4	0
6	27.0	0	4	0	19.0	2	4	0	29.0	0	4	0
Other	14.0	1	0	0	10.0	2	0	0	0.0	0	0	0

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

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	33.0	0	2	3	24.0	2	4	2	26.0	2	3	3
Mathematics	30.0	1	3	2	17.0	7	5	0	20.0	6	4	0
Science	32.0	0	2	4	31.0	0	4	3	26.0	2	3	4
Social Science	32.0	1	1	4	31.0	0	4	2	26.0	2	3	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/19/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	0.6	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: 1/2/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5792.0	\$732.0	\$5060.0	\$72703.0
District	N/A	N/A	\$6973.0	\$68710.0
Percent Difference – School Site and District	N/A	N/A	-31.8%	5.7%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-26.0%	-2.4%

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

Last updated: 12/19/2017

Types of Services Funded (Fiscal Year 2016-17)

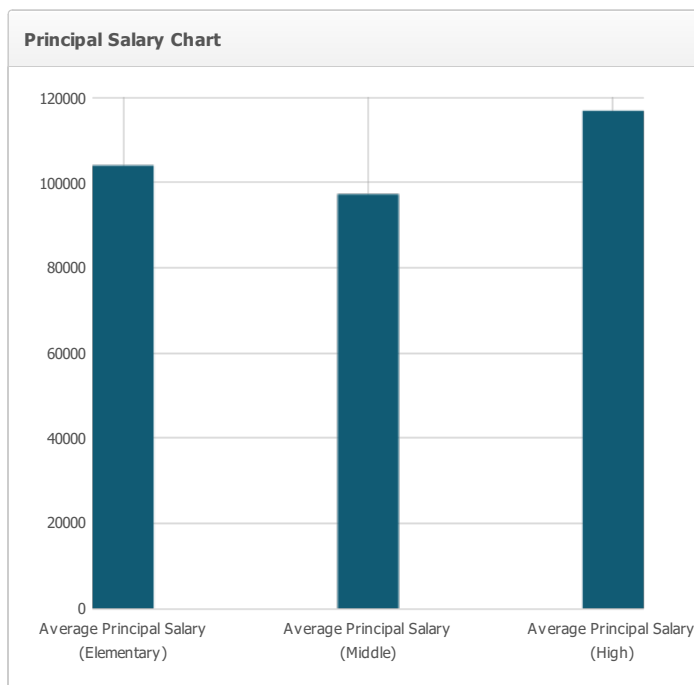
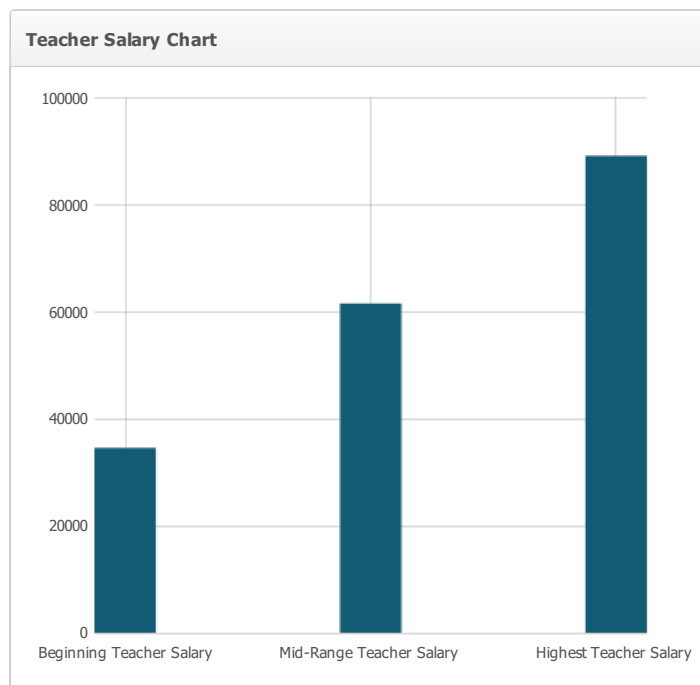
We offer a wide range of support services for students provided by our support staff, including our K-8 counselor, school psychologist, instructional aides, and health assistant. We also fund additional supports for students through a variety of community partnerships, including community health organizations and mental health providers. Extended Day intervention support is provided to a few groups of targeted students, and all students receive targeted instruction or enrichment support every day during a designated WIN (What I Need) time. A variety of enrichment opportunities are available to students after school including elementary athletics, middle school athletics, school band, technology programs, art programs, and theater programs.

Last updated: 12/15/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,503	\$46,511
Mid-Range Teacher Salary	\$61,462	\$73,293
Highest Teacher Salary	\$89,038	\$92,082
Average Principal Salary (Elementary)	\$103,978	\$113,263
Average Principal Salary (Middle)	\$97,239	\$120,172
Average Principal Salary (High)	\$116,792	\$131,203
Superintendent Salary	\$213,210	\$213,732
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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



Last updated: 12/19/2017

Professional Development

We provide many opportunities for our staff to develop their practice and grow as educators by engaging them in the cycle of learning, practice, and reflection. Our staff is committed to the collaboration process and aligning best practices to create a strong culture of learning with clear expectations for instructional outcomes. Grade level teams hold weekly collaboration meetings, focusing on aligning instruction to Common Core Standards, analyzing assessment data, and adjusting to keep each student on a path of continual growth. Adjustments may include reteaching, establishing new intervention groups during WIN time, or targeting specific students during our Extended Day Program. The site administrator facilitates monthly strategic planning meetings with each grade level team in order to review student data and align instructional practices. Teachers across the K-8 continuum use this time to develop lessons and assessments addressing our

school-wide focus on science, technology, and art. They are also focusing on creating supplemental assessments and lessons in math which provide more opportunities for students to explain their thinking and develop a more conceptual understanding of mathematics, as emphasized in the Common Core Standards. This collaboration and professional development is supported in the classroom with consistent walk-through and formal observation feedback by site administrators, as well as opportunities for teachers to observe each other and engage in reflective dialogue on the implementation of Common Core.

Last updated: 12/15/2017