

Two Rivers Elementary

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	cevens@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2017-18)	
School Name	Two Rivers Elementary
Street	3201 West River Dr.
City, State, Zip	Sacramento, Ca, 95833-3768
Phone Number	916-567-5520
Principal	Ms. Colleen Perry, Principal
E-mail Address	cperry@natomasunified.org
Web Site	https://natomasunified.org/tre/
County-District-School (CDS) Code	34752836118624

Last updated: 1/26/2018

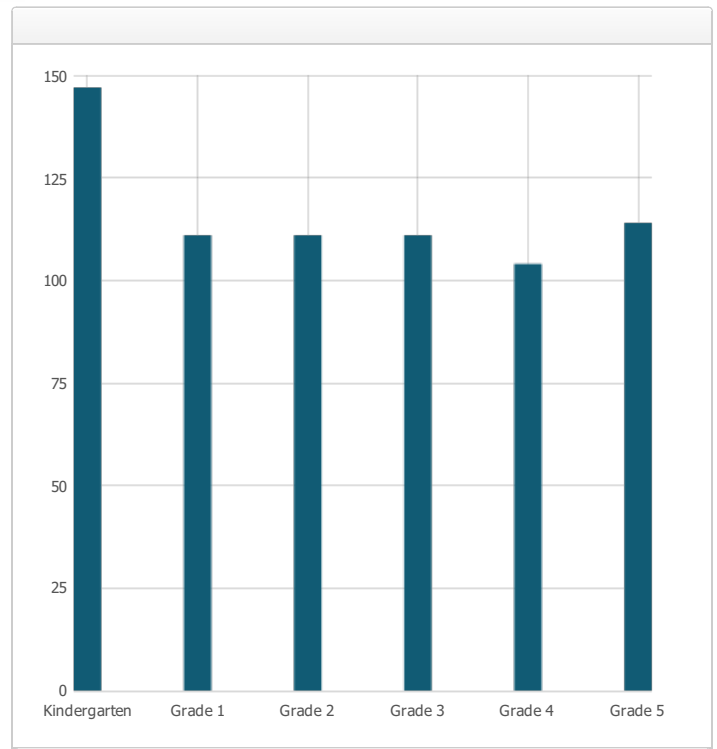
School Description and Mission Statement (School Year 2017-18)

Two Rivers Elementary School is in the Natomas Unified School District where the Sacramento and American Rivers meet. We are just north of the State Capitol and near the Sacramento River. Two Rivers Elementary School has a dedicated staff committed to developing the social, physical, and academic success of all students. The mission of Two Rivers is to ensure high levels of learning for all students. The staff works jointly with our parents and school community to create a strong partnership that best serves our students and promotes student achievement.

Last updated: 1/30/2018

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

Grade Level	Number of Students
Kindergarten	147
Grade 1	111
Grade 2	111
Grade 3	111
Grade 4	104
Grade 5	114
Total Enrollment	698



Last updated: 11/28/2017

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

Student Group	Percent of Total Enrollment
Black or African American	12.0 %
American Indian or Alaska Native	0.3 %
Asian	11.9 %
Filipino	2.9 %
Hispanic or Latino	40.0 %
Native Hawaiian or Pacific Islander	0.7 %
White	21.9 %
Two or More Races	10.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.4 %
English Learners	15.5 %
Students with Disabilities	10.9 %
Foster Youth	0.1 %

Last updated: 11/28/2017

A. Conditions of Learning

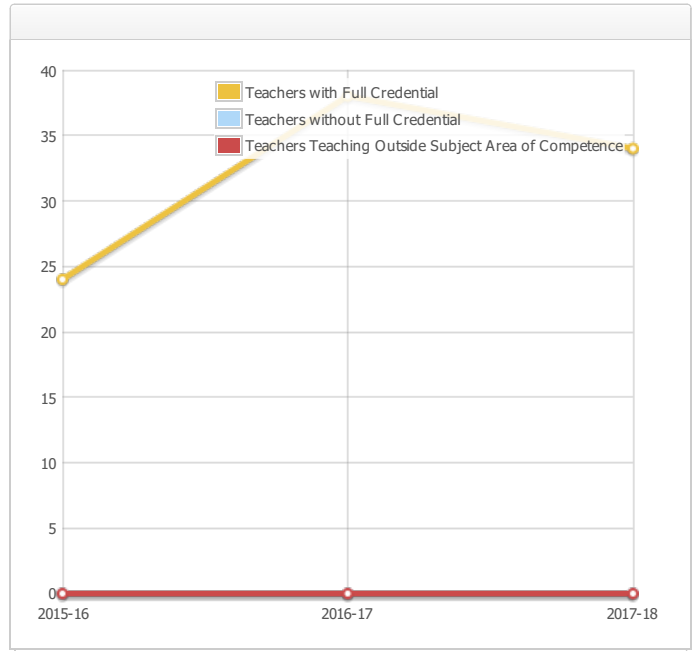
State Priority: Basic

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

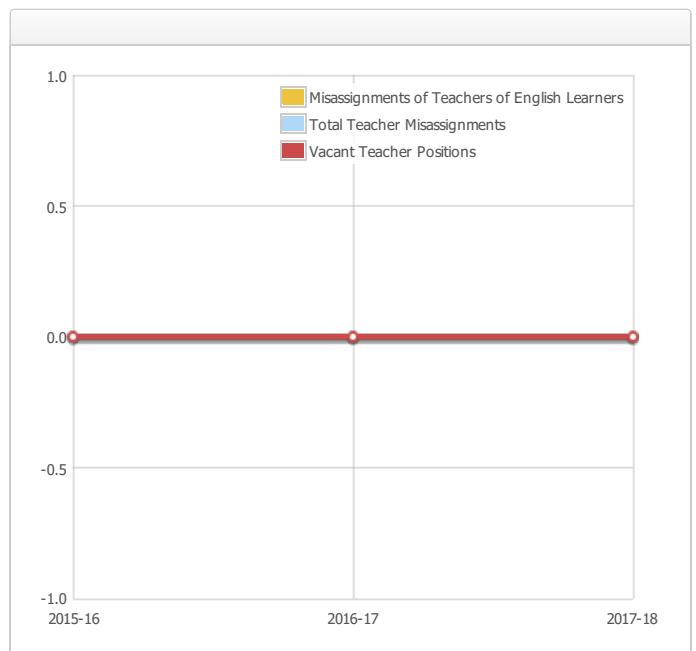
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	38	34	504
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



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	Yes	0.0 %
Mathematics	Go Math - Houghton Mifflin 2015	Yes	0.0 %
Science	California Science - Pearson 2008	Yes	0.0 %
History-Social Science	Reflections - Harcourt 2007	Yes	0.0 %
Foreign Language	N/A		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

Two Rivers Elementary School opened in 2001, has 31 classrooms, a library, a computer lab, a Learning Center, an SDC room, a multi-purpose room with a large stage, and one playground. Our custodians keep the school in excellent condition. Students are taught and expected to do their part in keeping the classrooms and playgrounds free of trash. We believe in maintaining high expectations for the quality of all school programs, including physical equipment. Two Rivers has 2.375 dedicated custodial staff. During the summer of 2017 many of the exterior classroom doors were repainted to update the look of the rooms.

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.

The school library was upgraded during 2016 utilizing Bond Measure J funding.

The deferred maintenance plan is currently being updated.

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	Exemplary
----------------	-----------

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)	34%	40%	44%	43%	48%	48%
Mathematics (grades 3-8 and 11)	32%	38%	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	338	330	97.63%	39.82%
Male	157	151	96.18%	34.00%
Female	181	179	98.90%	44.69%
Black or African American	45	43	95.56%	18.60%
American Indian or Alaska Native	--	--	--	
Asian	41	41	100.00%	51.22%
Filipino	--	--	--	
Hispanic or Latino	150	145	96.67%	32.64%
Native Hawaiian or Pacific Islander	--	--	--	
White	60	60	100.00%	55.00%
Two or More Races	25	25	100.00%	52.00%
Socioeconomically Disadvantaged	166	160	96%	28.75%
English Learners	45	44	98.39%	14%
Students with Disabilities	37	35	94.74%	
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	338	330	97.63%	39%
Male	157	151	96.18%	39.74%
Female	181	179	98.90%	36.31%
Black or African American	45	43	95.56%	
American Indian or Alaska Native	--	--	--	
Asian	41	41	100.00%	48.78%
Filipino	--	--	--	
Hispanic or Latino	150	145	96.67%	33.10%
Native Hawaiian or Pacific Islander	--	--	--	
White	60	60	100.00%	51.67%
Two or More Races	25	25	100.00%	48.00%
Socioeconomically Disadvantaged	166	160	96.41%	26.71%
English Learners	45	44	98.39%	16%
Students with Disabilities	37	35	94.74%	
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)	58.0%	61.0%	54.0%	49.0%	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	25.8%	18.3%	14.2%

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. Two Rivers Elementary School has a strong and dedicated Parent-Teacher Association (PTA) and School Site Council (SSC) Committee. There are many exciting opportunities for parents interested in getting actively involved with our school. Our PTA organizes several events for our students and community throughout the school year including our Harvest Festival, Holiday Craft Fair, Family Movie Nights, Restaurant Nights, and our Bingo Night. Parents are invited each month to Coffee and Conversation, where they are able to chat with the principal with their concerns and learn from district representatives. We appreciate and support parental involvement and recognize that their involvement helps our students, school and community. We also believe that parents are an essential partner in the education of our students, however, parental involvement is not a prerequisite for student achievement.

State Priority: Pupil Engagement

Last updated: 1/30/2018

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

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

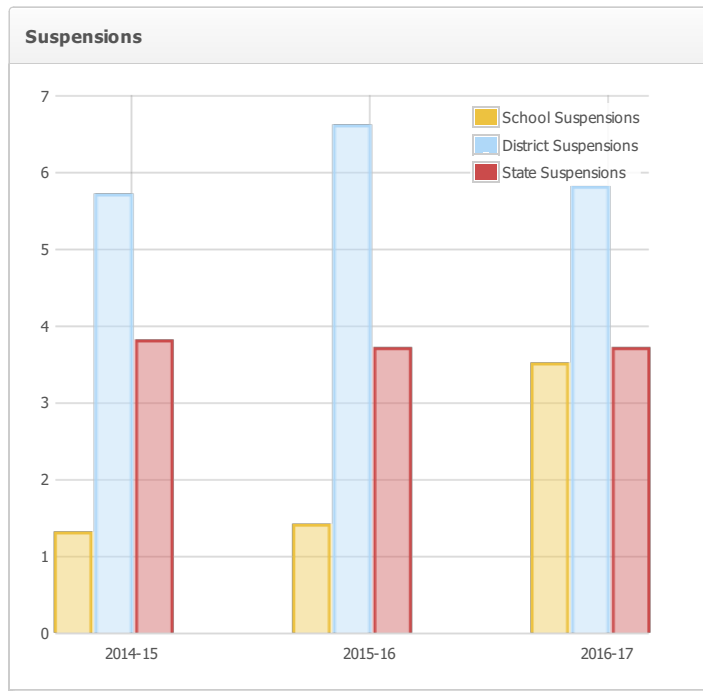
State Priority: School Climate

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	1.3%	1.4%	3.5%	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. This committee reviews our site safety needs. Our safety plan outlines procedures and responses to fire, flood, earthquake, toxic spill and campus intrusion.

Specific instructions for staff and student response including school site evacuation are outlined in the plan. The School Safety Plan is reviewed and approved by the Board of Trustees. We practice fire drills monthly, lockdown drills at least twice a year, and participate in the Great American Shake Out so students and staff are practiced in the procedures outlined in our Safety Plan.

Last updated: 1/30/2018

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	22.0	2	4	0	24.0	1	5	0	21.0	1	5	0
1	22.0	1	3	0	27.0	0	4	0	22.0	0	5	0
2	25.0	0	3	0	23.0	1	4	0	22.0	0	5	0
3	28.0	0	4	0	28.0	0	4	0	22.0	0	5	0
4	27.0	0	3	0	31.0	0	4	0	27.0	0	4	0
5	32.0	0	1	2	28.0	0	3	0	31.0	0	4	0
6	28.0	0	3	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	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

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	\$5778.0	\$999.0	\$4779.0	\$75107.0
District	N/A	N/A	\$6973.0	\$68710.0
Percent Difference – School Site and District	N/A	N/A	-37.3%	8.9%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-31.6%	0.8%

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

Last updated: 12/19/2017

Types of Services Funded (Fiscal Year 2016-17)

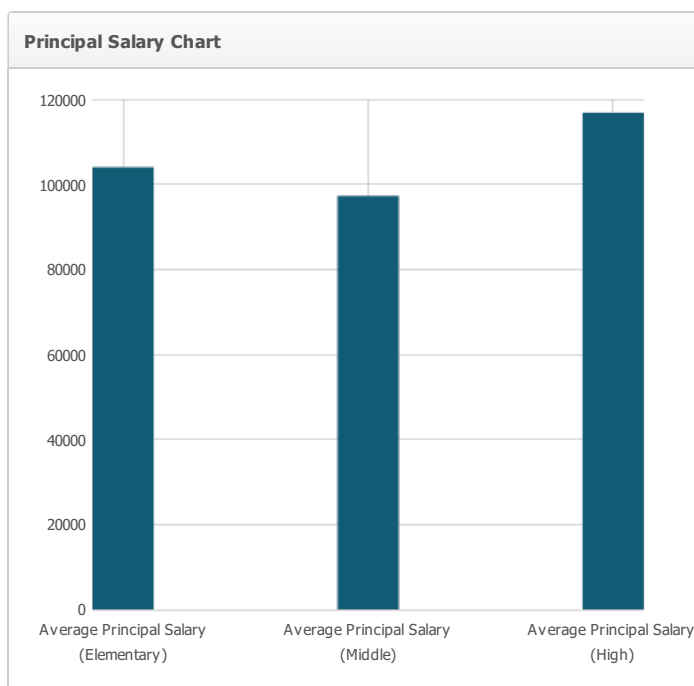
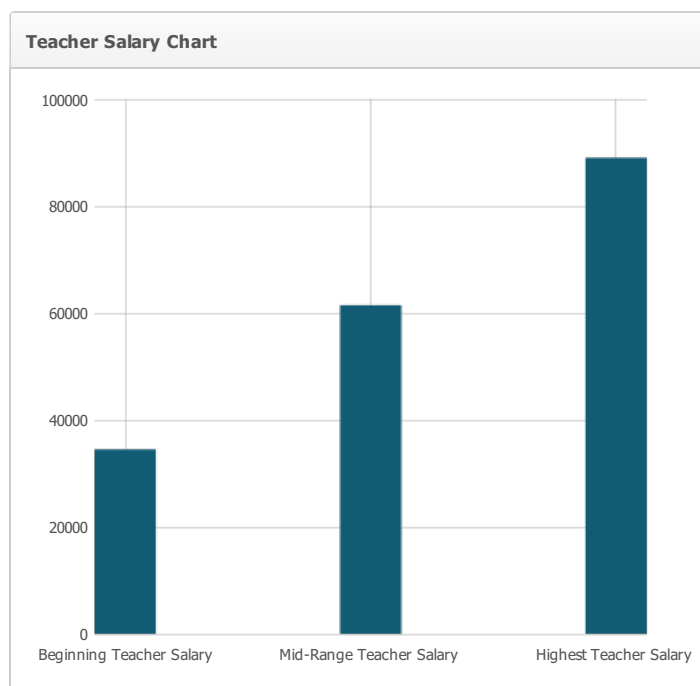
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, adapted physical education, work experience, home and hospital teachers, and health assistants.

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

Teachers received 3.5 staff development days in 2015-2016 and 2016-2017. In 2017-2018, teachers will receive 3 staff development days and a .5 day classroom workday, as well as 5 Staff Development Early Release days. Teachers in grades 3-5 also received two weeks of job-embedded PD, consisting of a 1-2 day training and followed by coaching and demonstration within their own classrooms. During this time our district provided training in Data Driven Instruction, Student Discourse, and increasing student achievement. Student achievement data was used to identify that professional development was needed in the areas of Common Core implementation, Backwards mapping, writing lesson objectives, and increasing the rigor of student products in the classroom. Monthly staff meetings, Staff Development Early Release Days, individual mentoring and group coaching are used to deliver the professional development. Support is provided through in-class coaching, teacher-principal meetings, data reporting, and review of student work products.

We are a Tier 2 PBIS school. Our team has attended several trainings, and guides the implementation of supports such as:

Check in-Check out
Breaks are Better
Behavior Lessons in all classes
SPLASH into school
Incentive program

Our school uses the professional learning community model to collaborate three times a month, in grade level teams, to plan for instruction and use results to plan further instruction. Teachers in grade level teams also use collaboration time to analyze Unit data and plan for intervention, which occurs both during and after the school day.

Last updated: 1/30/2018