

## H. Allen Hight Elementary

### 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)	
<b>District Name</b>	Natomas Unified
<b>Phone Number</b>	(916) 567-5400
<b>Superintendent</b>	Chris Evans
<b>E-mail Address</b>	<a href="mailto:cevans@natomasunified.org">cevans@natomasunified.org</a>
<b>Web Site</b>	<a href="http://natomasunified.org">http://natomasunified.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	H. Allen Hight Elementary
<b>Street</b>	3200 North Park Dr.
<b>City, State, Zip</b>	Sacramento, Ca, 95835-1896
<b>Phone Number</b>	916-567-5700
<b>Principal</b>	Jason Manviller, Principal
<b>E-mail Address</b>	<a href="mailto:jmanviller@natomasunified.org">jmanviller@natomasunified.org</a>
<b>Web Site</b>	<a href="http://natomasunified.org/hah/">http://natomasunified.org/hah/</a>
<b>County-District-School (CDS) Code</b>	34752830116806

*Last updated: 11/30/2018*

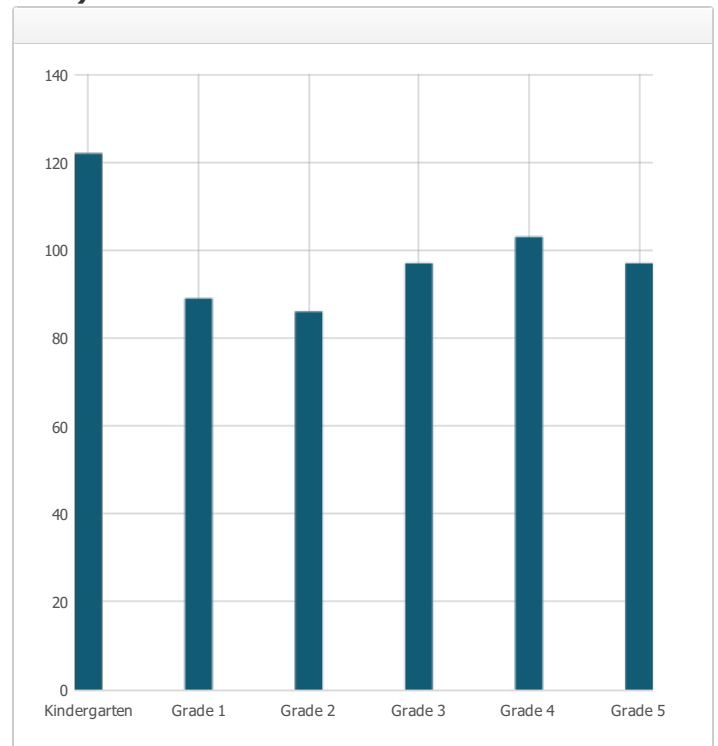
### School Description and Mission Statement (School Year 2018—19)

H. Allen Hight Elementary School opened in August of 2008. As of December 2018, we are a Preschool - 5th grade school of approximately 650 students. We are an International Baccalaureate Primary Years Program Authorized School. We became fully authorized in March of 2016. We are striving to build a community of lifelong learners, and are determined to meet the needs of all of our students in a respectful, safe, and positive environment. We will accomplish this by inspiring, encouraging, and motivating our students to do their best in an academic setting and in life. We believe all students should have access to a quality education that supports them, celebrates and embraces diversity, and serves each student equitably. We incorporate differentiated instruction, environmentally sound practices, a technologically rich, standards-based curriculum, and innovative lesson plans that actively engage our students by recognizing a variety of learning styles. Our parents, staff, and community members collaborate to advance these goals. We are confident that our instructional strategies will prepare our future leaders to be savvy problem solvers with strong character. We believe our students will be fully prepared to meet the challenges of the 21st century.

*Last updated: 1/21/2019*

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

Grade Level	Number of Students
Kindergarten	122
Grade 1	89
Grade 2	86
Grade 3	97
Grade 4	103
Grade 5	97
<b>Total Enrollment</b>	<b>594</b>



Last updated: 12/6/2018

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

Student Group	Percent of Total Enrollment
Black or African American	27.6 %
American Indian or Alaska Native	1.5 %
Asian	15.2 %
Filipino	8.6 %
Hispanic or Latino	22.4 %
Native Hawaiian or Pacific Islander	2.7 %
White	10.8 %
Two or More Races	10.9 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.3 %
English Learners	21.9 %
Students with Disabilities	8.9 %
Foster Youth	1.0 %

## A. Conditions of Learning

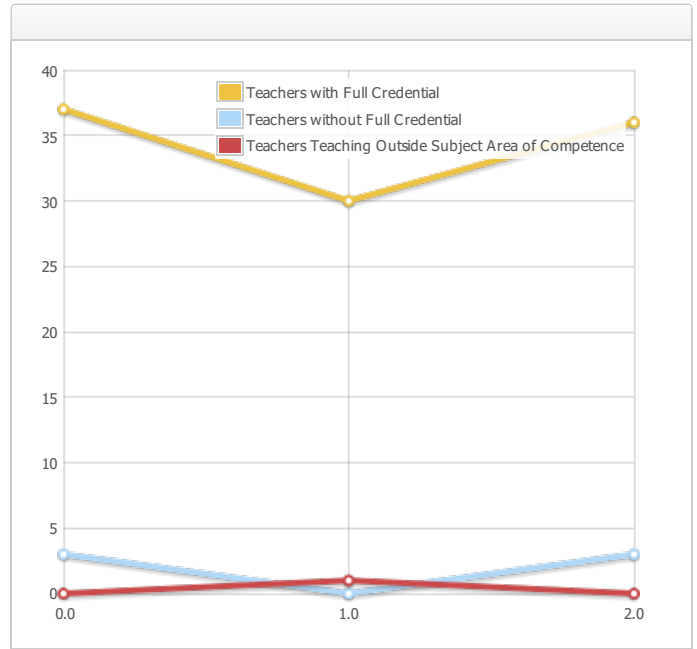
### State Priority: Basic

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

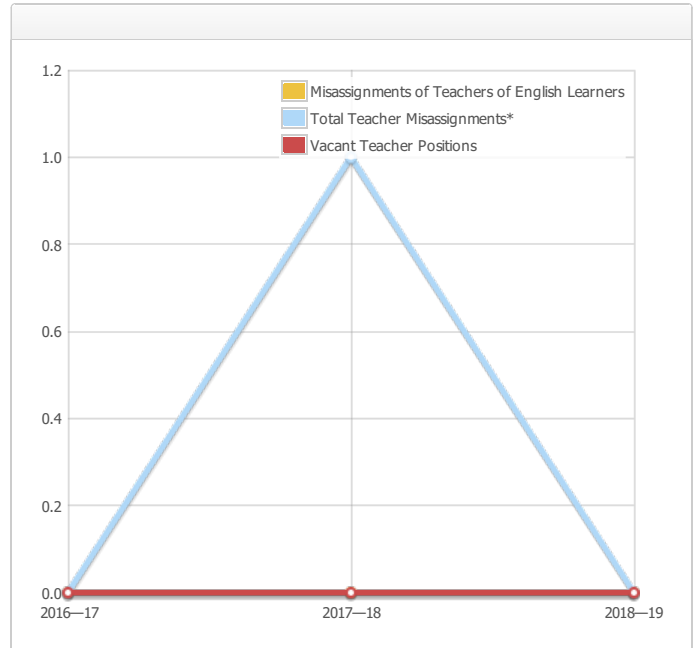
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	37	30	36	512
Without Full Credential	3	0	3	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



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	0
Total Teacher Misassignments*	0	1	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: 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	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: 12/21/2018

## School Facility Conditions and Planned Improvements

H. Allen Hight Elementary School opened on August 11, 2008 as a K-5 school. In August of 2010, it was expanded to a K-6 school. In August of 2013 it returned to a K-5 school. The district was approved as an International Baccalaureate (IB) Primary Years Program Candidate School in June of 2013. The school was then authorized as an International Baccalaureate (IB) Primary Years Program in March of 2016. The campus is located at 3200 North Park Drive, Sacramento, CA 95835.

H. Allen Hight Learning Center is a 210,000 square foot facility. The school accounts for nearly one half of the facility space. It is a two story building that consists of 44 classrooms, resource/collaboration rooms, a computer lab, a library, and a multipurpose room for serving lunch to the students and holding events. In addition, we have a general playground area, an outside eating area, a gym, an administration office building, a staff work room, and a staff lounge. There are at least two boy's restrooms, two girl's restrooms, and two staff restrooms on each floor. The Special Education and six Kindergarten rooms include a restroom in each room.

H. Allen Hight has 3.5 dedicated custodial staff members. Our custodians and staff work diligently to keep the campus clean. Students and parents have participated in Earth Day work days and Saturday Clean Days to keep the campus clean. A work order process is used to ensure efficient services with emergency repairs given the highest priority.

The exterior of the school was re-painted in the summer of 2018 as part of the Deferred Maintenance plan.

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: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Interior walls need touch up paint, work order submitted
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

### Overall Facility Rate

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

Overall Rating	Good
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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)	22.0%	31.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	21.0%	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	306	301	98.37%	31.23%
Male	181	179	98.90%	18.99%
Female	125	122	97.60%	49.18%
Black or African American	98	95	96.94%	22.11%
American Indian or Alaska Native	--	--	--	
Asian	35	34	97.14%	47.06%
Filipino	21	21	100.00%	52.38%
Hispanic or Latino	79	79	100.00%	26.58%
Native Hawaiian or Pacific Islander	--	--	--	
White	23	22	95.65%	36.36%
Two or More Races	41	41	100.00%	29.27%
Socioeconomically Disadvantaged	210	206	98.10%	32.04%
English Learners	46	46	100.00%	8.7%
Students with Disabilities	31	30	96.77%	3.33%
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: 1/10/2019*

## 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	307	300	97.72%	21.40%
Male	182	179	98.35%	15.65%
Female	125	121	96.80%	30.00%
Black or African American	99	96	96.97%	9.38%
American Indian or Alaska Native	--	--	--	
Asian	35	34	97.14%	38.23%
Filipino	21	21	100.00%	61.90%
Hispanic or Latino	79	79	100.00%	15.38%
Native Hawaiian or Pacific Islander	--	--	--	
White	23	22	95.65%	36.36%
Two or More Races	41	40	97.56%	15.00%
Socioeconomically Disadvantaged	211	205	97.16%	19.12%
English Learners	46	46	100%	--
Students with Disabilities	31	29	93.55%	3.45%
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: 1/10/2019*

# 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	18.0%	32.0%	21.0%

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.

*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)

At H. Allen Hight Elementary School we strongly encourage our parents and guardians to participate. By participating on the School Site Council (SSC) or English Learner Advisory Committee (ELAC), parents provide input on the programs at our school. Additionally there are many opportunities to participate in PTA and volunteer in the classroom. To be eligible for parent or guardian participation at H. Allen Hight, parents must complete a Natomas Unified School District Volunteer Information packet and have it signed by the Principal. Packets may be picked up at our school or at our District office, located at 1901 Arena Boulevard, Sacramento, CA 95834. All volunteers must be fingerprinted. In addition, volunteers must obtain a current TB certificate (within the last 60 days). For additional information please call (916) 567-5456.

Here are some of the ways parents can participate in their child's education:

- Join and actively participate in the Parent-Teacher-Association (PTA)
- Join and actively participate on the English Learner Advisory Committee (ELAC) parents
- Join and actively participate on the School Site Council (SSC)
- Volunteer in your child's classroom (we request 24 hour notice to the school)
- Serve as a chaperone for a school-sponsored activity or field trip
- Provide office assistance to teachers and other staff members
- Assist students with safe passage as they cross streets and intersections near school
- Encourage businesses and employers to support students

The Hight Family believes the best schools have a significant degree of parent and community participation. We want to welcome our parents, guardians, family members, neighbors, business partners, and friends to our campus!

# 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

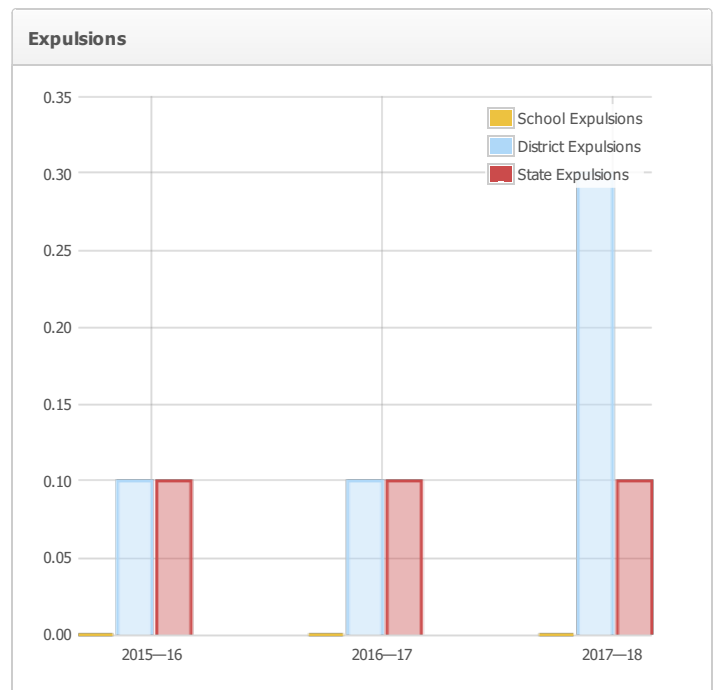
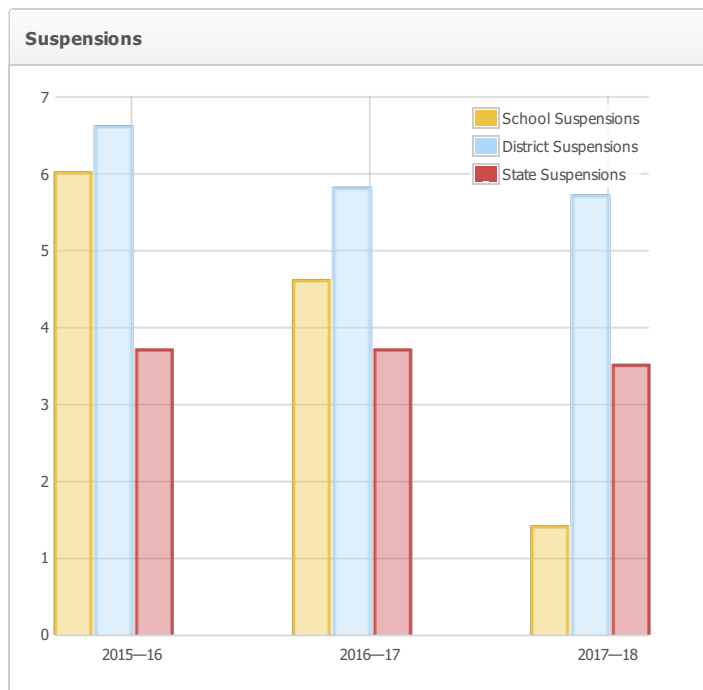
# State Priority: School Climate

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	6.0%	4.6%	1.4%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

## School Safety Plan (School Year 2018—19)

We have implemented our Comprehensive School Safety Plan pursuant to Senate Bill 187. Our district is a part of the Emergency Management System to make our school safety plan more consistent. This is an online system. We meet during each school year to review and revise our safety plan. Our School Site Council reviews and approves the plan and our School Leadership Team reviews it and serves as the Incident Command Team during an emergency. This was done on November 5, 2018. We receive input from the students, parents, staff, and members of the community regarding safety issues. Our committee reviews our site safety needs and updates the Crisis Management REDI Guide periodically. The principal and Incident Command Team have participated in safety trainings to prepare for various events. Our plan outlines procedures for fire drills/emergencies, campus intruder/lock down drills, threat response actions and flood/earthquake preparedness. We work with our partner school, Natomas Middle School, to coordinate emergency drills and to prepare for safety issues on our campus. We utilize Second Step curriculum and our Positive Behavioral Interventions and Supports (PBIS) program (Professional development for staff which includes school wide positive behavior assemblies and a token economy) to improve our campus climate and safety. We created three school rules on campus for the staff and students. These include being responsible, respectful, and safe. Examples of these school rules (our behavior matrix) are posted throughout the campus.

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	23.0		6	
1	23.0		3	
2	21.0	1	5	
3	24.0	1	4	
4	29.0	1	2	2
5	30.0	1		3
6				
Other**	23.0		2	

\* 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	20.0	3	2	
1	19.0	2	3	
2	24.0		4	
3	20.0	1	5	
4	21.0	1	4	
5	24.0	1	4	
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	24.0		5	
1	22.0		4	
2	22.0	1	3	
3	28.0		3	
4	29.0		4	
5	32.0		2	1
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.

Last updated: 12/27/2018



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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
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	1.9	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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6821.0	\$1408.0	\$5413.0	\$63838.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-31.1%	-5.8%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-27.3%	-18.1%

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

*Last updated: 12/27/2018*

## Types of Services Funded (Fiscal Year 2017—18)

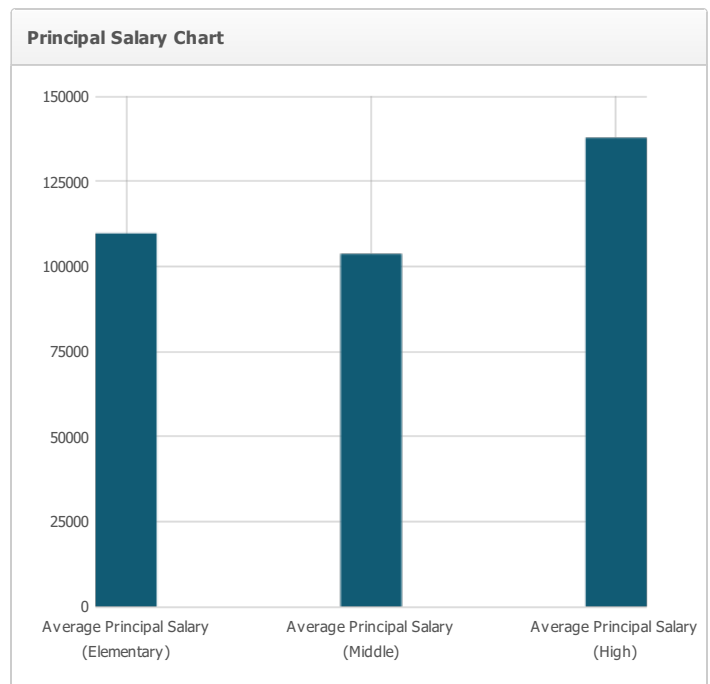
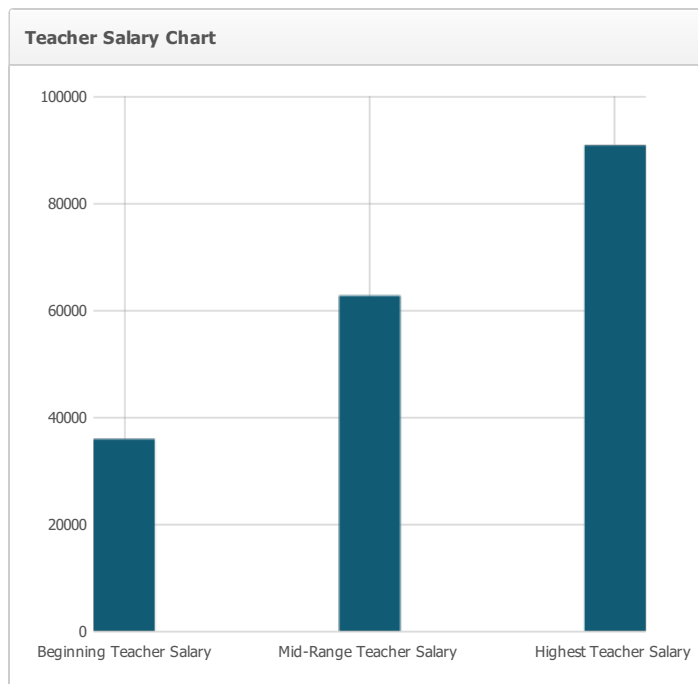
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, adapted physical education, and home/hospital teachers. At H. Allen Hight we provide a rigorous PK-5 learning program for our students. Students have access to ChromeBooks in the classroom (a 1:2 ChromeBook to students ratio), web-based content through our English Language Arts and Math curriculum, and rigorous IB Units of Inquiry to prepare students for college and careers. Additionally, students are supported with behavior, social-emotional learning, and after-school sports. Our teachers and PTA put on several events for students and the community including, Posada Night, Harvest festival, Spelling Bee, Coding Club, and more.

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

Our school district officially provides regular professional development for GoMath and Wonders. Our district has provided professional development on Common Core State Standards, curriculum alignment guides (CAGS), Student Behavior strategies, IB topics, and technology training. We also provide Staff Development and Professional Learning Communities during our regular staff meetings. During our staff development sessions, we have covered Common Core training, Professional Learning Communities, working with students who have disabilities, Bloodborne Pathogens, Sexual Harassment Prevention, California Testing (CAASPP) Information, Grade level and Schoolwide Collaboration, and Student Success Teams (S.S.T.). Teachers have received training on teaching English Language Development (ELD) and successful strategies for promoting increased learning for English Language Learners. In addition, Beginning Teacher Induction, Teacher Expectations and Student Achievement training have been offered. Teachers are given an opportunity to visit and observe their grade level peers to

enhance their teaching skills and to reflect on other approaches to promoting student learning. Our School Site Council has approved staff professional development training directly into our Single Plan for Student Achievement (S.P.S.A.). This includes IB Primary Years Program training offered after school, English Learner Development training with our EL TOSA, Positive Behavior Intervention and Supports training offered at the district office, and coaching with our Job-Embedded Professional Development TOSA. These are identified areas of need based on student assessment data.

*Last updated: 1/21/2019*