

## Heron

# 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>	Heron
<b>Street</b>	5151 Banfield Dr.
<b>City, State, Zip</b>	Sacramento, Ca, 95835-1421
<b>Phone Number</b>	916-567-5680
<b>Principal</b>	Amy Whitten, Principal
<b>E-mail Address</b>	<a href="mailto:awhitten@natomasunified.org">awhitten@natomasunified.org</a>
<b>Web Site</b>	<a href="http://natomasunified.org/hes/">http://natomasunified.org/hes/</a>
<b>County-District-School (CDS) Code</b>	3475283011138

*Last updated: 11/30/2018*

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

Heron is a TK-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 identified as GATE, students with special needs, and 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.

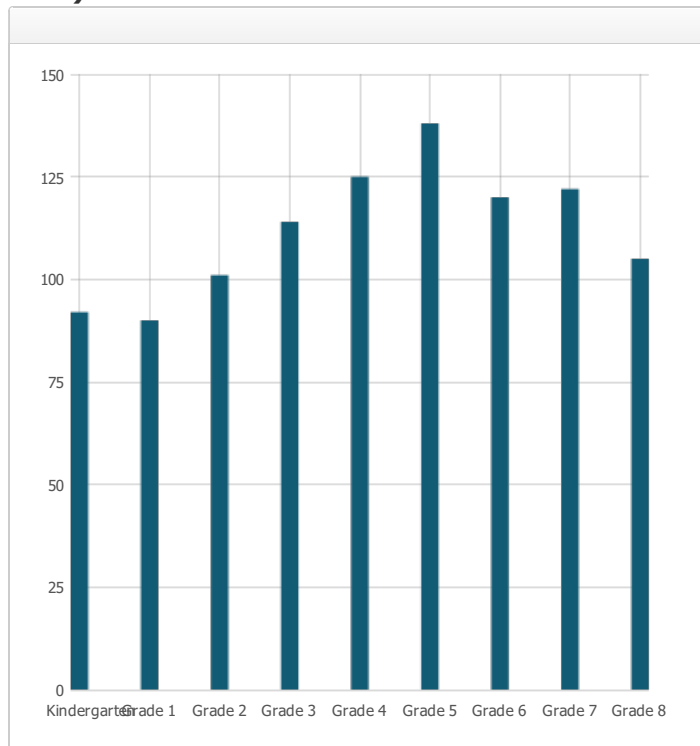
**MISSION STATEMENT:** Heron TK-8 is a joyful place to learn. We care for our students and provide the support they need to achieve academic and personal growth. We engage with our community to provide a rigorous and nurturing learning environment, where students learn to collaborate, communicate, and 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: 1/21/2019*

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	90
Grade 2	101
Grade 3	114
Grade 4	125
Grade 5	138
Grade 6	120
Grade 7	122
Grade 8	105
<b>Total Enrollment</b>	<b>1007</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	11.3 %
American Indian or Alaska Native	0.4 %
Asian	16.7 %
Filipino	5.7 %
Hispanic or Latino	24.4 %
Native Hawaiian or Pacific Islander	1.0 %
White	26.3 %
Two or More Races	14.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.8 %
English Learners	7.5 %
Students with Disabilities	16.6 %
Foster Youth	0.1 %

## A. Conditions of Learning

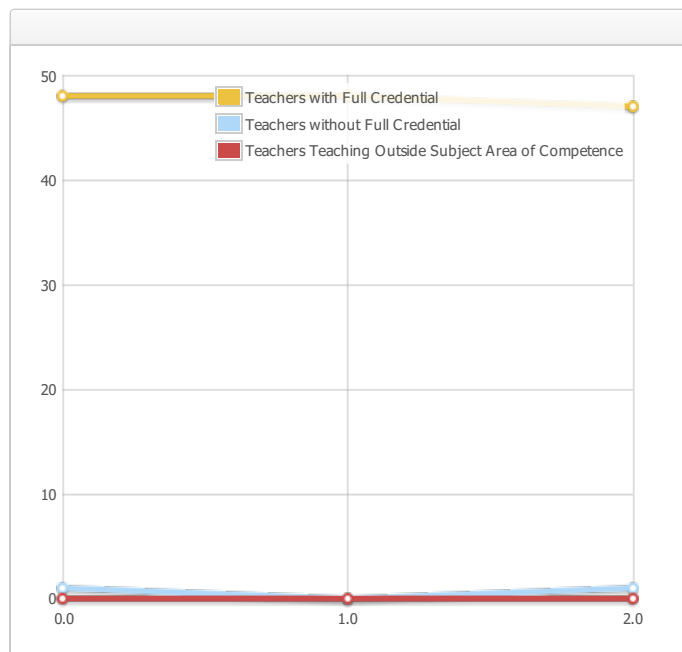
### State Priority: Basic

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

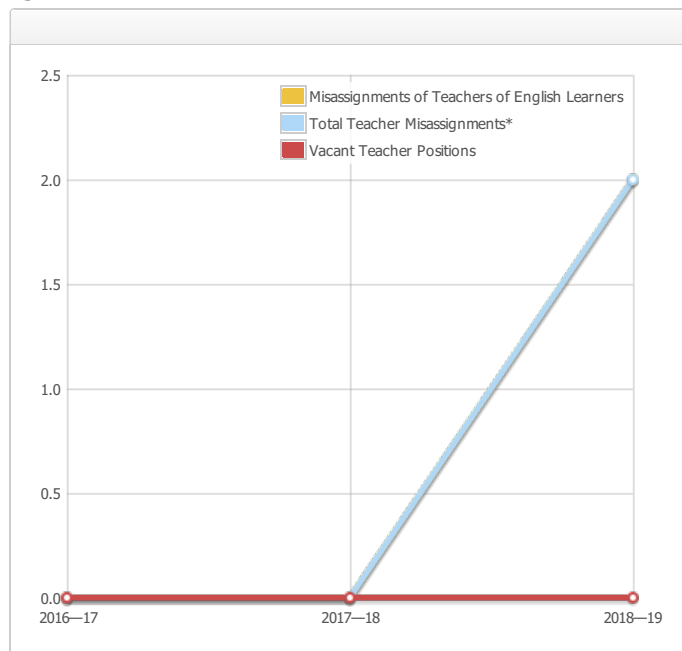
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	48	48	47	512
Without Full Credential	1	0	1	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/27/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/27/2018

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

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - McGraw Hill / 2016 Study Sync - McGraw Hill / 2016	Yes	0.0 %
Mathematics	Go Math - Houghton Mifflin / 2015 Integrated 1 - Houghton Mifflin / 2015	Yes	0.0 %
Science	California Science - Pearson / 2008 Holt Science - Holt, Rinehart & Winston / 2001	Yes	0.0 %
History-Social Science	Reflections - Harcourt / 2007 Discovering Our Past - Glencoe / 2007 History Alive! - TCI / 2006	Yes	0.0 %
Foreign Language	Expresate I - Holt, Rinehart & Winston / 2008	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/26/2018

## School Facility Conditions and Planned Improvements

Heron School was built in 2006. There are 41 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.

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: November 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	Fair	Flooring is showing some ware (Deferred Maintenance Project)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<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	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: November 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)	46.0%	62.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	54.0%	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	690	685	99.28%	61.76%
Male	342	340	99.42%	56.17%
Female	348	345	99.14%	67.25%
Black or African American	84	83	98.81%	45.78%
American Indian or Alaska Native	--	--	--	
Asian	107	107	100.00%	73.83%
Filipino	36	36	100.00%	80.56%
Hispanic or Latino	174	173	99.43%	47.40%
Native Hawaiian or Pacific Islander	--	--	--	
White	177	174	98.31%	66.67%
Two or More Races	105	105	100.00%	69.52%
Socioeconomically Disadvantaged	241	239	99.17%	46.86%
English Learners	31	30	96.77%	13.33%
Students with Disabilities	111	108	97.30%	27.78%
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	690	686	99.42%	53.94%
Male	342	340	99.43%	52.92%
Female	348	346	99.43%	54.92%
Black or African American	84	84	100.00%	39.29%
American Indian or Alaska Native	--	--	--	
Asian	107	107	100.00%	64.49%
Filipino	36	36	100.00%	69.44%
Hispanic or Latino	174	173	99.43%	39.31%
Native Hawaiian or Pacific Islander	--	--	--	
White	177	174	98.31%	61.49%
Two or More Races	105	105	100%	60.95%
Socioeconomically Disadvantaged	241	240	99.59%	35.83%
English Learners	31	31	100.00%	16.13%
Students with Disabilities	111	108	97.30%	21.10%
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	16.2%	31.6%	30.1%
7	25.4%	26.2%	25.4%

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)

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 TK-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

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

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

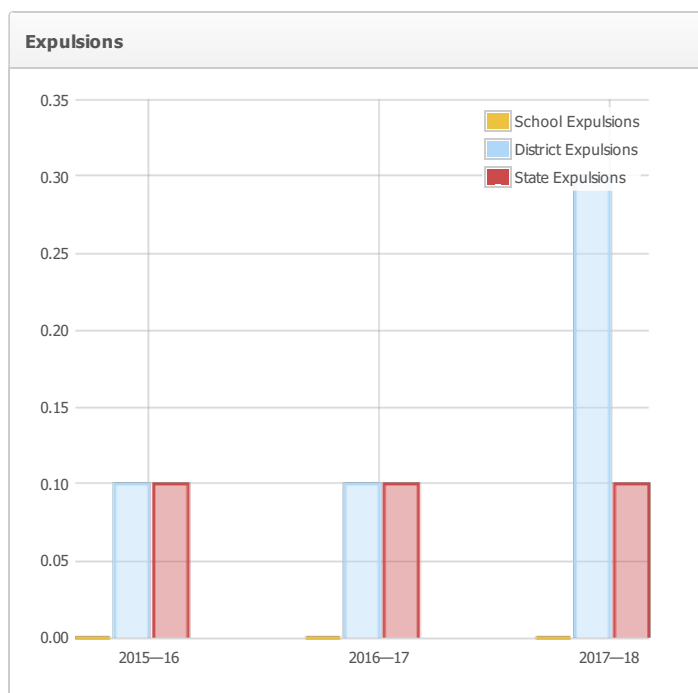
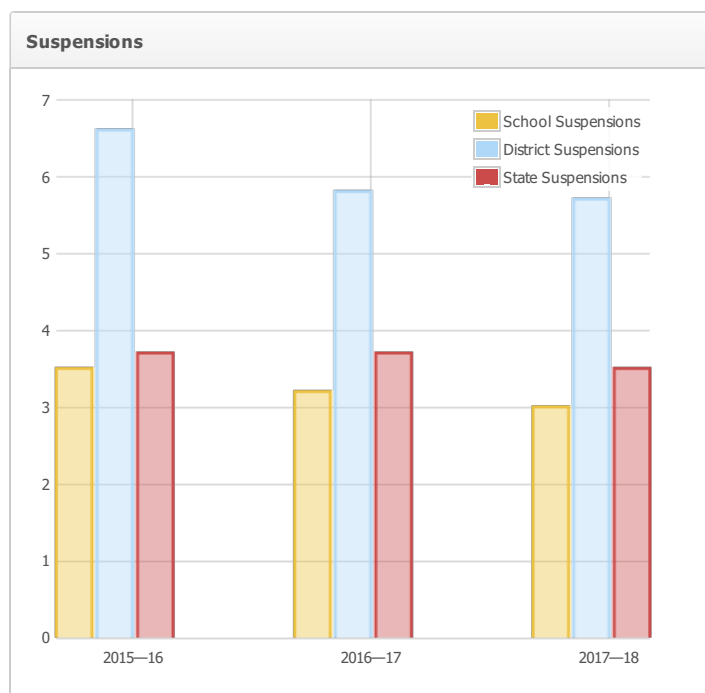
# State Priority: School Climate

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	3.5%	3.2%	3.0%	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)

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 8, 2018. 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 TK-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: 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		4	
1	26.0		4	
2	26.0		5	
3	27.0		5	
4	29.0		4	
5	33.0		2	2
6	19.0	2	4	
Other**	10.0	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	18.0	1	4	
1	23.0		4	
2	25.0		4	
3	20.0	1	5	
4	27.0		5	
5	26.0	1	4	
6	24.0	1	4	
Other**	10.0	1		

\* 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	20.0	1	4	
1	22.0		4	
2	24.0		4	
3	27.0		4	
4	26.0	1	4	
5	27.0		5	
6	24.0	1	4	
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



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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	2	4	2
Mathematics	17.0	7	5	
Science	31.0		4	3
Social Science	31.0		4	2

\* 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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	2	3	3
Mathematics	20.0	6	4	
Science	26.0	2	3	4
Social Science	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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	3	6	
Mathematics	21.0	6	5	1
Science	23.0	5	6	
Social Science	25.0	3	6	

\* 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: 12/27/2018*

**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	1.0	232.0
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	1.0	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	\$6234.0	\$944.0	\$5290.0	\$75151.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-33.4%	10.6%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-29.6%	-1.8%

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

*Last updated: 12/27/2018*

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

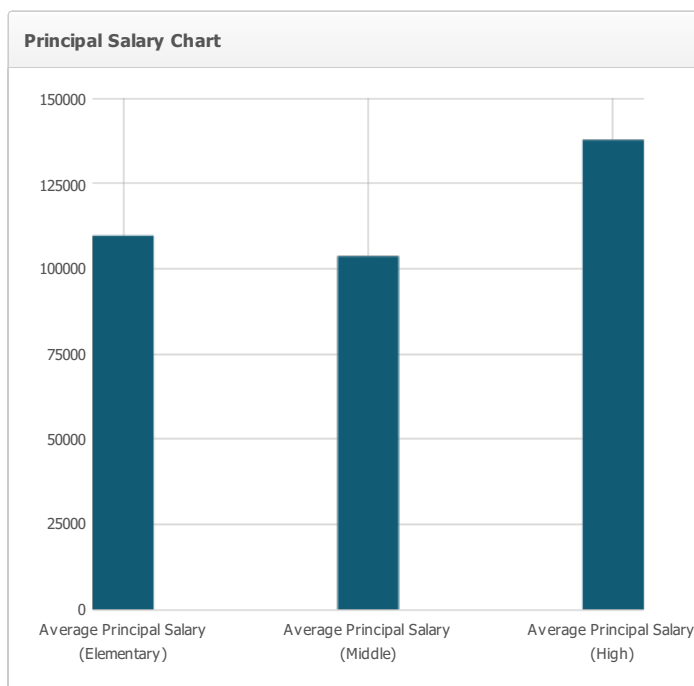
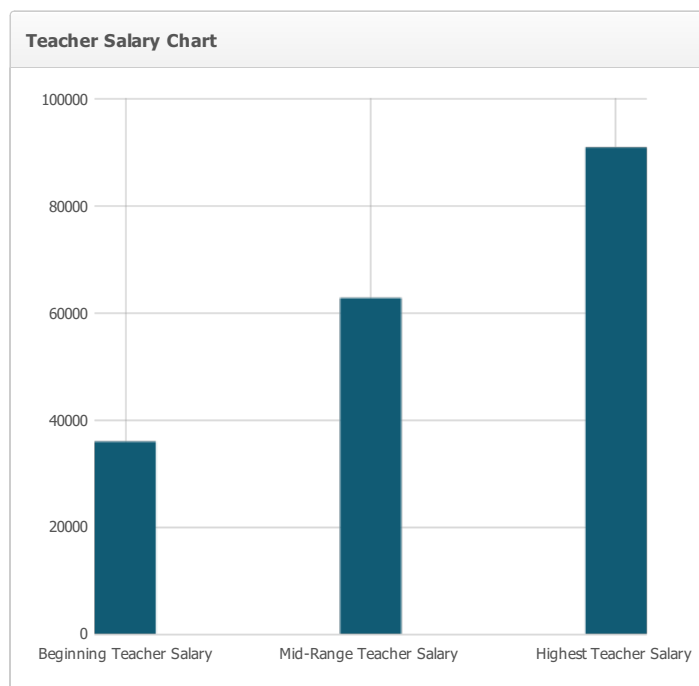
We offer a wide range of support services for students provided by our support staff, including our K-8 counselor, school psychologist, instructional aides, and health assistant. We also fund additional supports for students through a variety of community partnerships, including community health organizations 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: 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

At Heron School, we provide many opportunities for our staff to develop their practice and grow as educators by engaging them in the Cycle of Continuous Learning and Improvement (CCLI). 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. We started implementing the Responsive Classroom framework in 2015-2016, which has aligned our instructional practices and beliefs around student engagement, building personal relationships with students, and explicitly teaching social-emotional competencies. Responsive Classroom remains a strong focus in 2018-2019, and is integrated throughout our Professional Development model.

Grade level teams hold weekly PLC meetings, focusing on aligning instruction to the rigor of assessments, analyzing assessment data, and adjusting instruction in

order to ensure each student is 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, and we have five early release days that are also used to deepen our collective work around our instructional focus on writing.

Over the last three years, our professional development focus has been on the development of an aligned instructional system, and has gotten more targeted towards specific student needs with each year. In 2016-2017, we had a district-wide focus on the implementation of aligned curriculum. Our Professional Development focused heavily on the Curriculum Alignment Guides (CAGs), and our new Multi-Tiered System of Supports (MTSS) framework. In January of that year, our MTSS team determined the need to take a closer look at student work and analyze how students were responding to writing tasks in their assessments. Our CAASPP data that year showed a decline of 4% in ELA and 3% in Math, but we knew from our analysis of formative assessment data and student work that our instruction was becoming more aligned to the rigor of the standards and CA frameworks. We hadn't yet seen the results in our CAASPP data, but we were seeing student performance growth in the classroom and narrowed our school-wide professional development focus to informational writing.

In 2017-2018, we built on the work with our aligned curriculum and focused on aligned assessments. We articulated a clear data-driven instructional model, and used that to deepen the work in our PLC's. Our 3rd-5th grade teachers started working closely with a TOSA, who followed a job-embedded coaching model to support our teachers in analyzing what students need to be able to produce at the end of the year, particularly in the SBAC Performance Tasks. Informational writing became our focus during professional development, including our early release days, staff meeting mini-PD's, after school workshops, and weekend workshops with the Area 3 Writing Project. Grade level teams had a much clearer understanding of the rigor of our assessments, and our instruction became much more aligned to these assessments. The impact was clear in our CAASPP results, as we increased 16% in ELA and 10% in Math.

In 2018-2019, we are continuing with the same professional development model focused on informational writing, and we are going deeper with our analysis of student work and focusing more on specific student groups, particularly our English Learners. Our job-embedded PD with our TOSA is continuing this year, following a clear coaching cycle aligned to our assessment cycle. Teachers are further supported in this work 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. Funding has been allocated for additional collaboration time, which gives grade level teams the time they need to calibrate scoring, analyze student work, and align their instructional plans to upcoming assessments.

*Last updated: 1/30/2019*