

## Natomas Park 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:cevens@natomasunified.org">cevens@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>	Natomas Park Elementary
<b>Street</b>	4700 Crest Dr.
<b>City, State, Zip</b>	Sacramento, Ca, 95835-1251
<b>Phone Number</b>	916-928-5234
<b>Principal</b>	Nou Vang, Principal
<b>E-mail Address</b>	<a href="mailto:nvang@natomasunified.org">nvang@natomasunified.org</a>
<b>Web Site</b>	<a href="http://natomasunified.org/npe/">http://natomasunified.org/npe/</a>
<b>County-District-School (CDS) Code</b>	34752836117535

*Last updated: 11/30/2018*

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

The Natomas Unified School District Vision states, "All NUSD students graduate as college and career ready, productive, responsible, and engaged global citizens." At Natomas Park Elementary School, we are committed to the success of each student. We achieve this success through collaboration as we build and monitor progress on academic skills, foster personal growth, and create involved community members.

Natomas Park Elementary is located in Natomas, a rapidly growing suburban area north of Sacramento, California. Its students come from many diverse backgrounds, which we view as an asset. Natomas Park's largest ethnic sub-group contains about 25% of the school's population and four groups contain more than 10%.

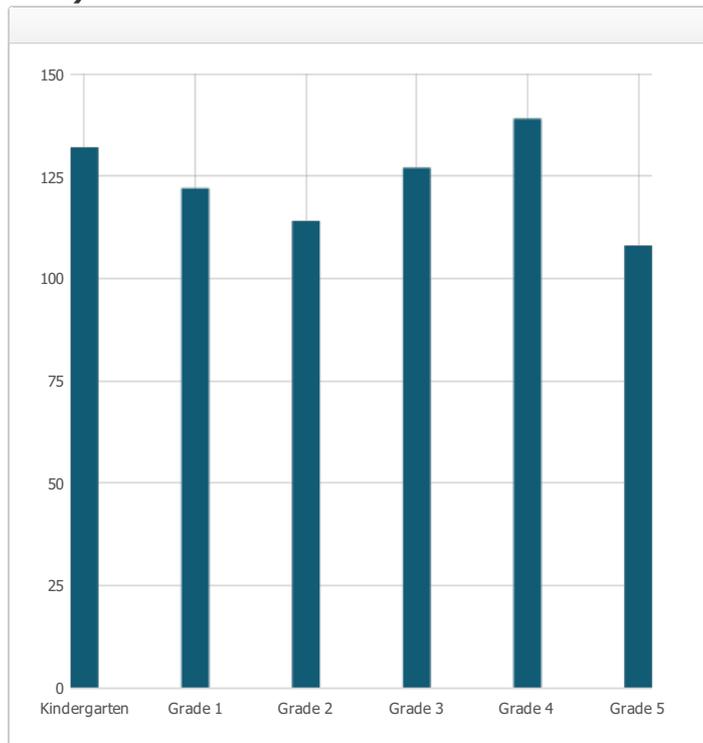
The school has adopted one basic rule: H.O.W.L.: Have Respect, Offer Kindness, Make Wise Decisions, Be a Life-long Learner. Natomas Park Elementary embraces the ideal that a school must be a community of learners, where each member assumes responsibility for the success of our children.

The staff of Natomas Park Elementary actively engage in collaboration using Professional Learning Community (PLC) practices and have developed grade level teams to monitor student learning to provide support to all children. Staff work closely together to monitor student progress to provide academic interventions, enrichment, and support. Parents are key team members with staff as we develop plans to help students reach higher levels of success.

*Last updated: 1/29/2019*

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

Grade Level	Number of Students
Kindergarten	132
Grade 1	122
Grade 2	114
Grade 3	127
Grade 4	139
Grade 5	108
<b>Total Enrollment</b>	<b>742</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	19.1 %
American Indian or Alaska Native	0.7 %
Asian	22.2 %
Filipino	3.6 %
Hispanic or Latino	25.2 %
Native Hawaiian or Pacific Islander	1.1 %
White	14.2 %
Two or More Races	11.5 %
Other	2.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.1 %
English Learners	24.5 %
Students with Disabilities	8.0 %
Foster Youth	0.7 %

## A. Conditions of Learning

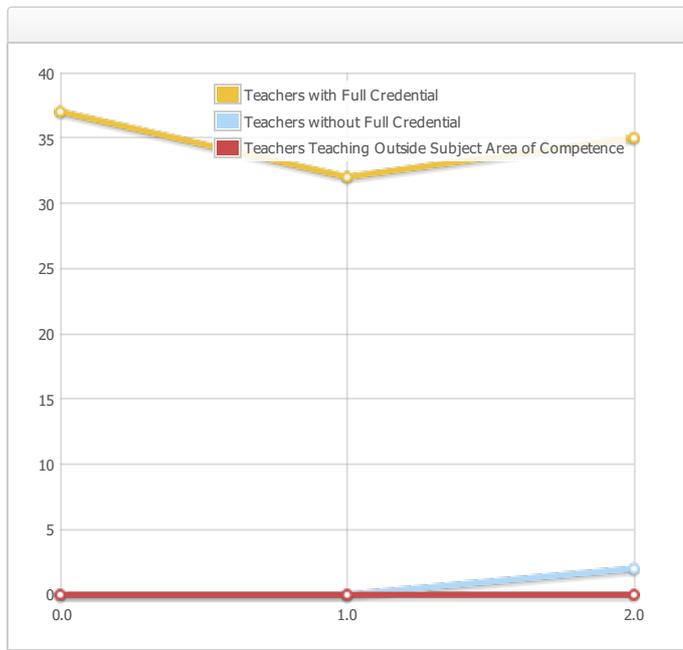
### State Priority: Basic

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

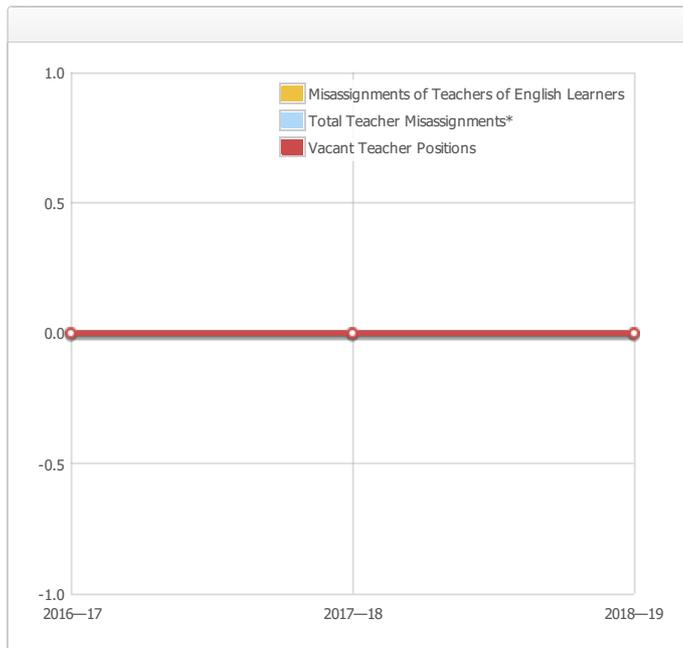
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	37	32	35	512
Without Full Credential	0	0	2	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	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: 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

Construction of the main campus at Natomas Park Elementary was completed in August of 2000. The school design focused on architecture that supported a multi-track-year-round calendar. There are 37 classrooms, 3 portables, 1 Special Ed room, 7 Admin/Library/Multipurpose buildings, and 2 playgrounds. Classrooms are grouped in pods of three with an adjoining workspace/office area. Additional portable classrooms were added following the model standard of three classrooms and one workroom. Four of these additional classrooms and one workroom have stucco exteriors and are considered to be permanent structures. In 2016 NUSD utilized Measure J funds, to begin making improvements through the addition of a two-story building replacing eight of the portables creating space for an additional parking lot. The two-story building consists of 10 classrooms and two flex spaces for collaborative learning. Construction was completed in the summer of 2017 and included repaving and redesigning the current parking lot and main playground.

The flooring in all classrooms was replaced as part of our Deferred Maintenance plan in summer of 2018.

An on-site staff of four custodians are supported by a District Maintenance and Operations staff to maintain all school facilities. The maintenance of the school grounds and classroom cleanliness are an important part of the overall school environment. The overall condition of the school's facilities is good.

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

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

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

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

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

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

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

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

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

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

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

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

*Last updated: 1/30/2019*

### School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<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: August 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)	24.0%	40.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	32.0%	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: 1/8/2019*

## 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	378	369	97.62%	40.38%
Male	192	187	97.40%	38.50%
Female	186	182	97.85%	42.31%
Black or African American	81	78	96.30%	38.46%
American Indian or Alaska Native	--	--	--	
Asian	58	55	94.83%	50.91%
Filipino	--	--	--	
Hispanic or Latino	107	106	99.07%	31.13%
Native Hawaiian or Pacific Islander	--	--	--	
White	56	55	98.21%	49.09%
Two or More Races	43	42	97.67%	40.48%
Socioeconomically Disadvantaged	258	252	97.67%	30.95%
English Learners	61	58	95.08%	17.24%
Students with Disabilities	33	33	100.00%	15.15%
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: 1/29/2019*

## 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	379	369	97.36%	32.25%
Male	192	187	97.40%	36.90%
Female	187	182	97.33%	27.47%
Black or African American	81	78	96.30%	23.07%
American Indian or Alaska Native	--	--	--	
Asian	58	55	94.83%	52.73%
Filipino	--	--	--	
Hispanic or Latino	107	106	99.07%	26.41%
Native Hawaiian or Pacific Islander	--	--	--	
White	56	55	98.21%	38.18%
Two or More Races	44	42	95.45%	35.72%
Socioeconomically Disadvantaged	258	252	97.67%	25.40%
English Learners	62	58	93.55%	17.24%
Students with Disabilities	33	33	100.00%	3.03%
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: 1/29/2019*

# 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	20.8%	20.8%	30.2%

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: 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 partner with our parents and guardians to be involved in our school in a variety of ways. This includes participating in our School Site Council (SSC), Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), volunteering in classrooms and on campus, and attending the monthly Coffee Chat with the Principal.

The School Site Council (SSC) is composed of five parents and five staff members and is responsible for the creation of our Single Plan for Student Achievement.

Our Parent Teacher Association (PTA) plays a very active role in the school and sponsors a number of community events. These include a fall carnival, school dances, dinner nights at local restaurants, a book exchange/family reading night, and many more student-centered activities. Additionally, PTA also supports an Art Docent Instructional program through parent volunteers.

Our English Language Advisory Committee (ELAC) consists of parents who provide input on the most effective ways to provide full participation of our English Language Learners in all school activities.

Coffee Chat with the Principal is held monthly where parents and guardians can engage in open discussion.

Parent volunteers are very active and involved through direct classroom support as volunteers, chaperones for study trips, and assisting with preparation of classroom materials.

# 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

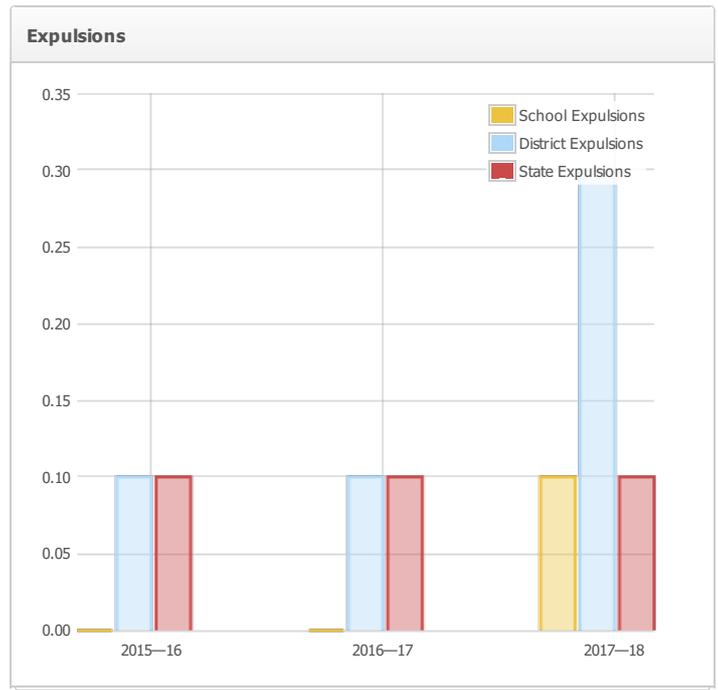
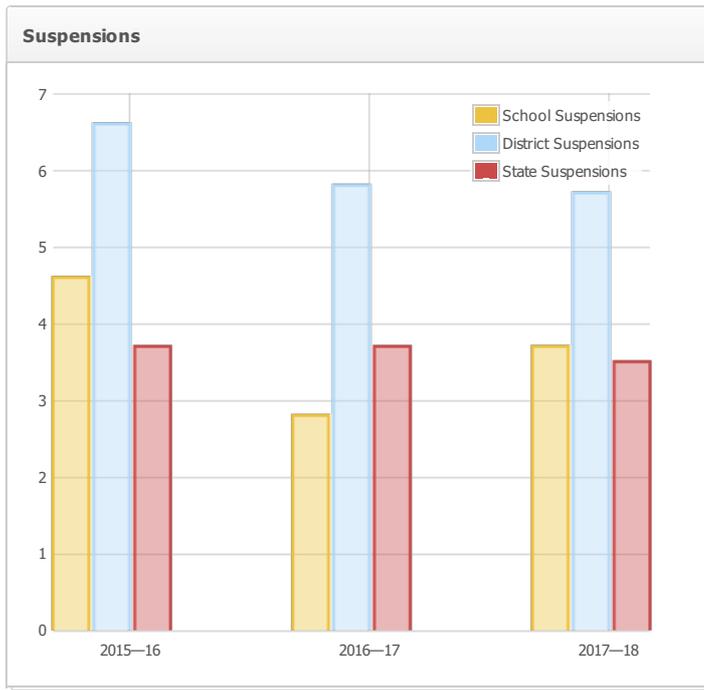
# State Priority: School Climate

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	4.6%	2.8%	3.7%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

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

Natomas Park Elementary’s Comprehensive School Safety Plan is in compliance with Senate Bill 187. The staff review of the Safety Plan for updates is conducted regularly by our Site Leadership Team. This committee meets regularly to review materials and ongoing conditions at the school to update the plan as needed. The procedures for safe evacuation are discussed in staff meetings and practiced once a month. Lockdown procedures are also discussed and practiced regularly throughout the year. Natomas Park Elementary follows the Incident Command System for response to fire, earthquake, toxic spill, and campus intrusion. Specific instructions for staff and student response are outlined in the plan. The Safety Plan is approved annually by the NUSD Board of Education.

Last updated: 1/29/2019

## 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	21.0	3	5	
1	26.0		6	
2	24.0		6	
3	22.0	1	5	
4	30.0		5	
5	29.0		5	
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		7	
1	23.0		5	
2	22.0		6	
3	25.0		5	
4	30.0		4	
5	23.0		5	
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	26.0		5	
1	27.0		4	
2	26.0		5	
3	25.0		5	
4	28.0		5	
5	27.0		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.

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	1.0	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	\$5929.0	\$224.0	\$5705.0	\$76442.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-26.0%	12.3%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-22.1%	-0.1%

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

*Last updated: 12/27/2018*

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

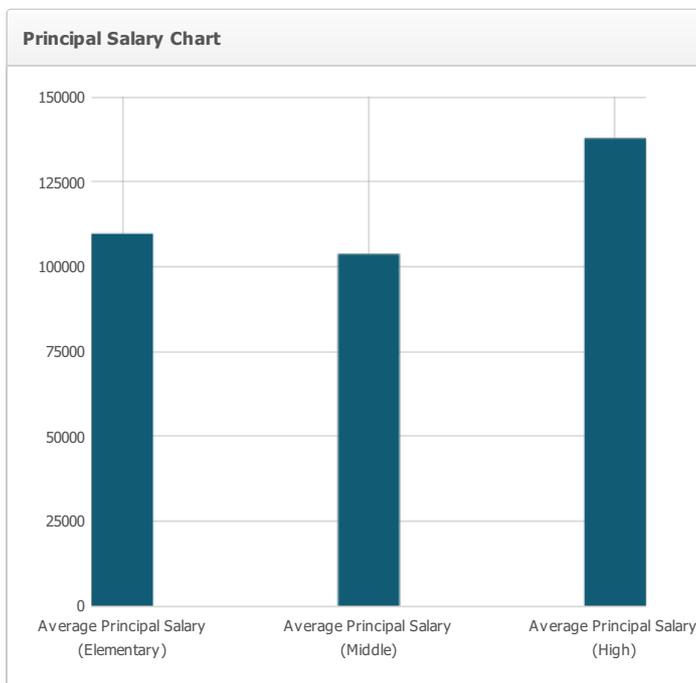
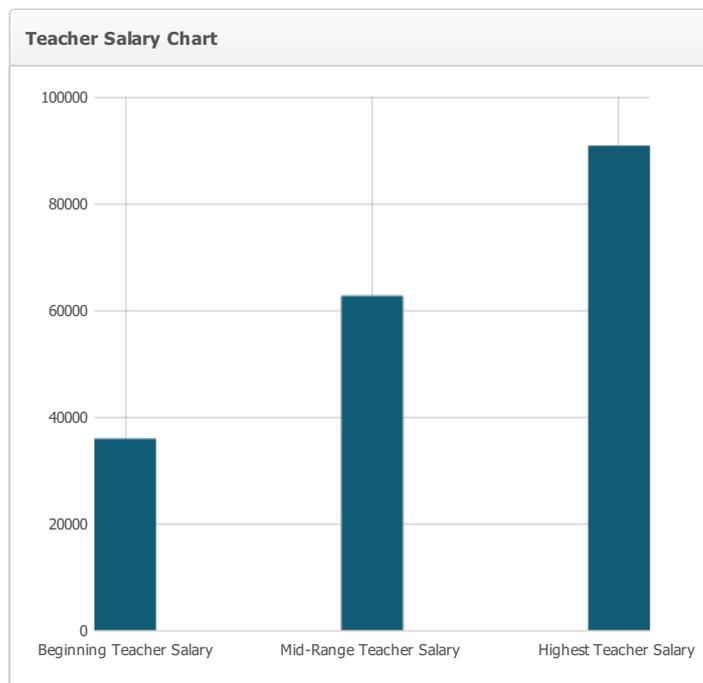
Natomas Park Elementary offers a wide range of support services for students, including but not limited to: academic counseling, individual and small group counseling, a school psychologist, adapted physical education, home and hospital teachers, and health assistants. Supplemental curriculum programs offered by Natomas Park Elementary include SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Read Naturally, which are research-supported interventions and were purchased with categorical funds in previous years. Several teachers also use Accelerated Reader to increase reading comprehension and motivation for independent reading. Extended Day (targeted tutoring) is offered after school by several teachers at grade levels 1st through 5th, and MobyMax is used by many teachers to support learning in math. This year, our school teamed up with Special Team of Role Models (STORM) to provide additional recess support to train our Playground Assistants to allow for students to engage in structured play and reinforce HOWL behavior throughout our campus.

Last updated: 1/29/2019

## 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

Natomas Park Professional Development in the 2016-2017 school year focused on the implementation of the Common Core State Standards (CCSS), understanding the CCSS framework, Curriculum Alignment Guides (CAGs), NWEA data analysis, Standards-Based Grading, and the implementation of Go Math curriculum adopted in January of 2016 and the Wonders curriculum adopted in Spring of 2017.

In 2017-2018, our focus was on developing a shared understanding and instructional practice of the following: Student Learning Targets and Success Criteria, Lesson Design, and Common Formative Assessments. These trainings were provided during district-wide and site staff development days which are held each year and during five early release days for staff professional development, as negotiated by contract. Moreover, staff development is also supported at the site through monthly staff meetings and weekly collaboration meetings.

Currently for 2018-2019 school year, our school-wide focus is on improving our students' writing through common grade-level writing. In grades TK-2nd, this is done by using a common formative writing assessment to design lessons. In grades 3-5, this is accomplished by using writing performance tasks. Throughout each early release day for staff professional development, the Cycle of Continuous Learning and Improvement (CCLI) model is used to refine instructional practice. Our site is also focused on the District's four commitments: Common Formative Assessments, Implement Data Driven PLCs, Site-Based Professional Development, and Improve Formative Feedback to Teachers. The four commitments will support our site's goals of improving student academic growth in ELA by 4%, Math by 4%, and increase our positive responses on our student survey by 4%, which is intentionally done by making four positive connections with four different students each day.

*Last updated: 1/30/2019*