

# Witter Ranch 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>	Witter Ranch Elementary
<b>Street</b>	3790 Poppy Hill Way
<b>City, State, Zip</b>	Sacramento, Ca, 95834-1030
<b>Phone Number</b>	916-567-5620
<b>Principal</b>	Patrick Birdsong, Principal
<b>E-mail Address</b>	<a href="mailto:pbirdsong@natomasunified.org">pbirdsong@natomasunified.org</a>
<b>Web Site</b>	<a href="http://natomasunified.org/wre/">http://natomasunified.org/wre/</a>
<b>County-District-School (CDS) Code</b>	34752830102277

*Last updated: 11/30/2018*

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

Witter Ranch Elementary is a traditional PK-5th grade elementary. We have self-contained/cluster model Gifted and Talented Education (GATE) classes for grades two through five. Mainstreaming is the process in which our school serves students with Individualized Education Plans (IEPs) with a hybrid of push-in classroom support and pull-out supports. A full-time speech therapist and school psychologist are on site. Students in need of extended learning time that is targeted to their needs are offered support one hour a week for three six-week blocks. Witter Ranch uses academic websites to provide academic enrichment and support for all learners. Children are provided 24/7 access to programs which allows them to learn at their own pace. Academic support staff, parents, and children work cooperatively at Witter Ranch Elementary in a safe and positive environment where all children can learn, be successful, and prepare themselves to be lifelong learners. Witter Ranch also offers a wide range of after-school programs for student enrichment. In collaboration with the PTA and District, we offer boys and girls sports, piano, Early Engineers, art, chess, martial arts fitness, makerspace, reading clubs, and coding for all ages. Witter's school goal is to provide some form of enrichment for all children from PK-5th grade.

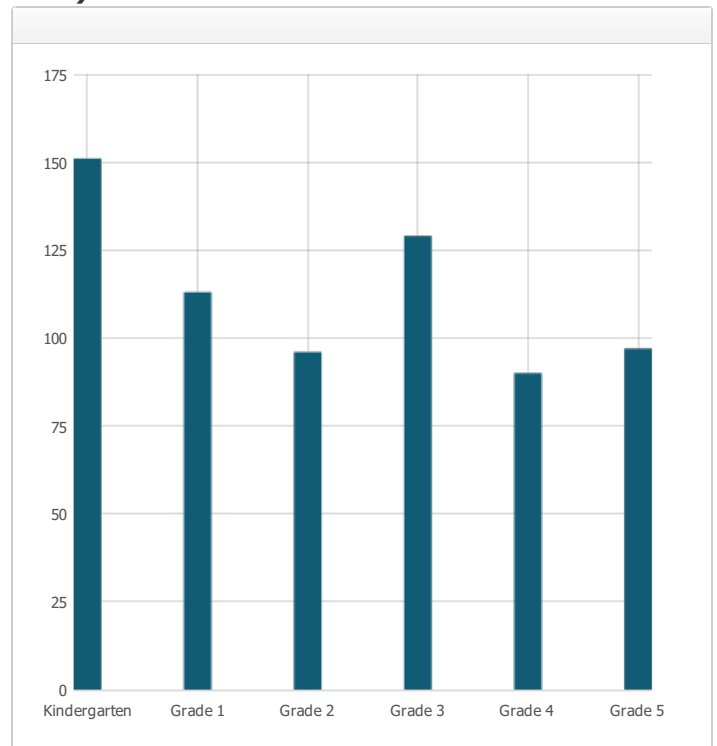
Goals for our students are to:

- Develop good problem-solving skills
- Work cooperatively with other students
- Develop good communication skills
- Develop a sense of responsibility
- Be respectful to others
- Make good choices for a positive lifestyle
- Develop an appreciation for their community

*Last updated: 1/29/2019*

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

Grade Level	Number of Students
Kindergarten	151
Grade 1	113
Grade 2	96
Grade 3	129
Grade 4	90
Grade 5	97
<b>Total Enrollment</b>	<b>676</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	15.4 %
American Indian or Alaska Native	1.6 %
Asian	23.7 %
Filipino	2.1 %
Hispanic or Latino	24.7 %
Native Hawaiian or Pacific Islander	2.5 %
White	20.7 %
Two or More Races	9.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.8 %
English Learners	23.7 %
Students with Disabilities	9.3 %
Foster Youth	1.8 %

## A. Conditions of Learning

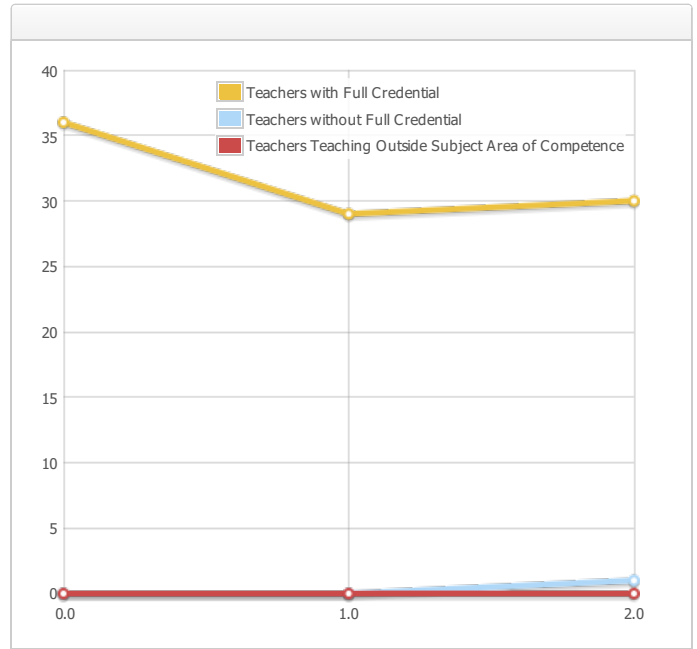
### State Priority: Basic

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	36	29	30	512
Without Full Credential	0	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	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

Witter Ranch Elementary School opened in 2004. Each pod has three classrooms with a tutoring room and a teacher workroom as part of the configuration. There are a total of 31 classrooms, 6 portables, 6 Admin/Library/Multipurpose buildings, and 2 playgrounds on site, two SDC rooms Buildings, restrooms and the school's grounds are well maintained and are visually pleasant. The school is separated from the city park with a chain link fence. The school was designed to facilitate a multi-track, year-round schedule.

Witter Ranch has 3 dedicated custodial staff members. They are responsible for ensuring that all classrooms and facilities are in good condition. 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.

One of the two asphalt playgrounds was replaced in the summer of 2018.

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	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	Fair	Multiple rooms with stained ceiling tile, work order submitted
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## 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)	36.0%	38.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	31.0%	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	317	314	99.05%	37.70%
Male	166	164	98.80%	32.51%
Female	151	150	99.34%	43.34%
Black or African American	55	53	96.36%	26.92%
American Indian or Alaska Native	--	--	--	
Asian	58	58	100.00%	48.28%
Filipino	--	--	--	
Hispanic or Latino	83	83	100.00%	30.12%
Native Hawaiian or Pacific Islander	--	--	--	
White	66	65	98.48%	50.77%
Two or More Races	30	30	100.00%	26.67%
Socioeconomically Disadvantaged	203	203	100.00%	31.68%
English Learners	42	42	100.00%	16.67%
Students with Disabilities	43	43	100.00%	32.56%
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: 1/31/2019*

## 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	317	314	99.05%	30.57%
Male	166	164	98.80%	31.09%
Female	151	150	99.34%	30.00%
Black or African American	55	53	96.36%	18.87%
American Indian or Alaska Native	--	--	--	
Asian	58	58	100.00%	46.55%
Filipino	--	--	--	
Hispanic or Latino	83	83	100.00%	16.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	66	65	98.48%	46.16%
Two or More Races	30	30	100.00%	20.00%
Socioeconomically Disadvantaged	203	203	100.00%	20.20%
English Learners	42	42	100.00%	14.28%
Students with Disabilities	43	43	100.00%	25.58%
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	18.8%	18.8%	21.8%

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)

Opportunities for parents to become involved at Witter Ranch Elementary include:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Volunteering at the site, in the classroom, or at special events
- Athletic Coaching
- Special program coordinators
- Study trip escorts

Additionally, we invite the community to share any talents or skills which would enrich the students' school experience through an assembly or classroom visit.

# 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

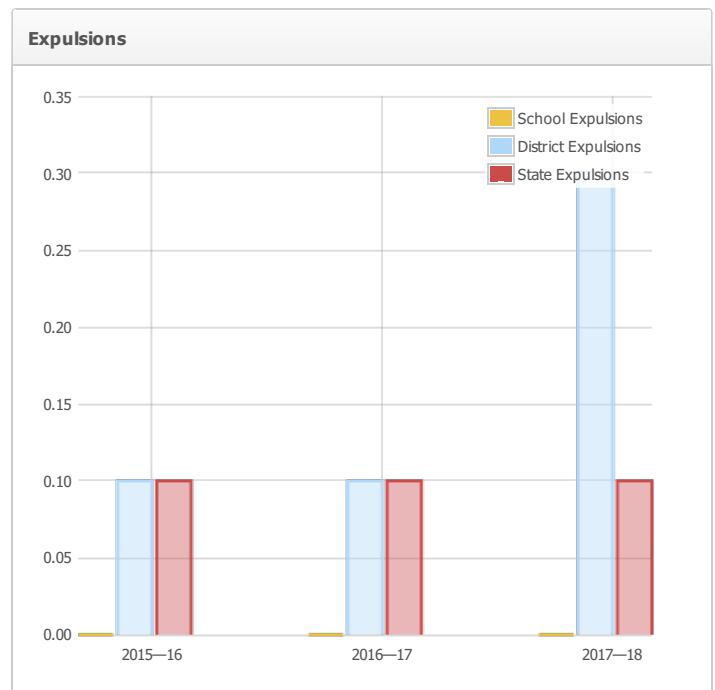
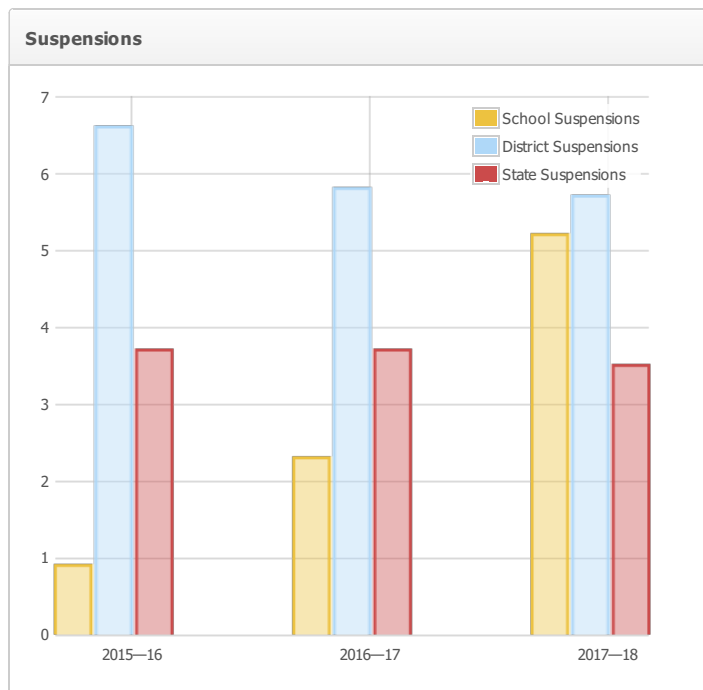
# State Priority: School Climate

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	0.9%	2.3%	5.2%	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. The School Safety Plan was discussed with staff in the month of August 2018. In addition to an Incident Command System, the plan outlines responses to fire, flood, earthquake, toxic spill, and campus intrusion. Specific instructions for staff and student behavior/responses are included. The School Safety Plan was approved by the Natomas Unified School District Board of Trustees. We practice fire drills monthly, duck/cover and lockdown drills at least twice a year, and one flood drill so students and staff are practiced in the procedures outlined in our Safety Plan.

Witter has created a PBIS (Positive Behavioral Interventions and Supports) team that meets monthly which is dedicated to looking at the social emotional development of students to develop plans to support them. The team also develops plans to address supporting the students who are excelling with a variety of positive behavior support programs and events such as dances, sports days, and festivals for outstanding behaviors.

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	26.0		6	
1	28.0		6	
2	24.0		5	
3	28.0		4	
4	29.0		5	
5	28.0		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	20.0	2	5	
1	23.0		5	
2	24.0		6	
3	20.0	2	3	
4	27.0		4	
5	25.0		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	25.0		6	
1	23.0		5	
2	24.0		4	
3	26.0		5	
4	30.0		3	
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.



**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	\$6201.0	\$262.0	\$5939.0	\$76856.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-22.0%	12.8%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-18.2%	0.5%

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

*Last updated: 12/27/2018*

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

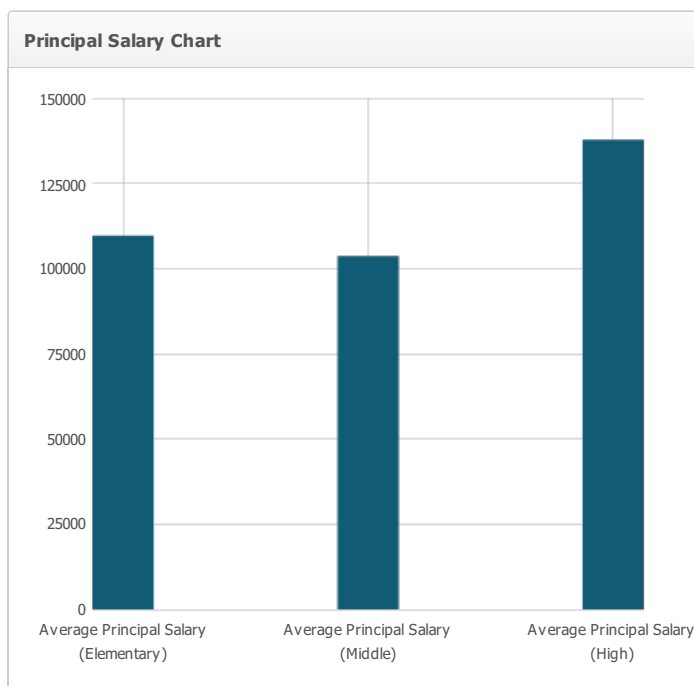
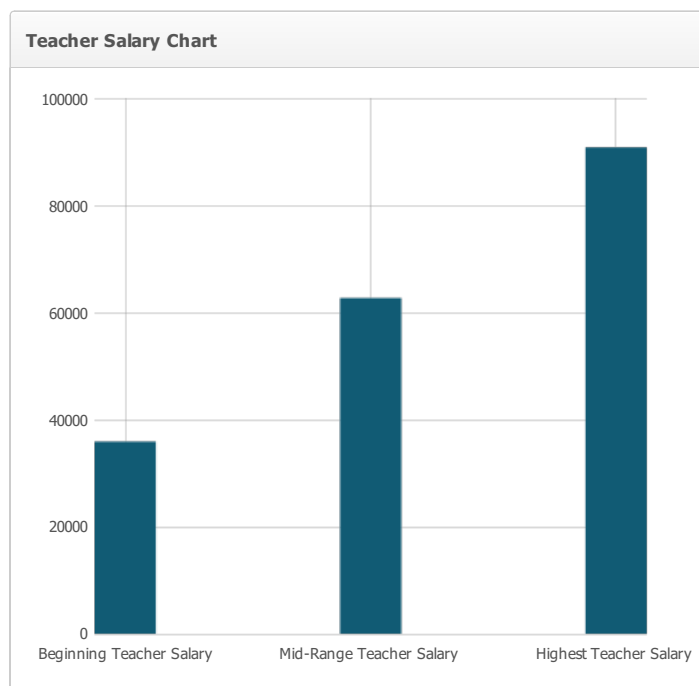
Natomas Unified School District offers a wide range of academic support services for students, including: a school psychologist, adapted physical education, work experience, home and hospital teachers, and health assistants. Tutoring is also offered after school by classroom teachers. A Teacher-on-Special-Assignment (TOSA) is employed at Witter to provide targeted classroom supports to teachers to support classroom instruction, lesson planning, and ongoing assessments that encompass curriculum assessment and Interim Assessment Blocks (IAB). Educational consultants are supporting target grade levels to delve deeper into the Common Core State Standards in the area of English Language Arts.

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

Witter Ranch teachers have attended workshops and conferences during the previous three years. These workshops included Accelerated Reader training and English Now curriculum training. Teachers in grades kindergarten through fifth received training in the Go Math curriculum. Teachers attended a CSUS math conference and a SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) conference. Teachers also took advantage of opportunities to receive further training with college/university programs or private educational institutes.

During the 2016-2017 school year, the district provided a one-day professional development (PD) opportunity on the Common Core State Standards to all the teachers in the district. The focus of that training was to develop a district focus on lesson planning for the common core. Teachers worked on common lessons

and developed web and file sharing resources to be accessed by NUSD staff.

On-site PD focused on developing a "rigorous instruction" protocol in every classroom. Teachers met on a weekly basis to refine those practices in alignment to the district NWEA testing.

Professional development for the 2016-2017 school year focused on effective questioning and "growth mindset". Individual teachers developed independent plans in coordination with the district's 1% PD plan and with the support of the site teacher-on-special-assignment (TOSA). Teachers received PD in technology, classroom management, data analysis, and English Language Arts training in the new adopted curriculum.

Professional development for the 2017-2018 school year focused on the following four areas: rigor and cognitive demand of standards, key components of lesson design, formative assessment, and differentiation strategies for instruction. Teachers in 3rd-5th grade received two days of PD followed by job-embedded coaching . All other teachers received job-embedded coaching and classroom support from Generation Ready consulting. The purpose of that coaching was to help teachers implement best practices in the classroom to help students meet the demands of the Common Core. Teachers received PD in technology, classroom management, data analysis, and IAB assessment training.

Professional development for the 2018-2019 school year has focused on the following areas: key components of lesson design, formative assessment, differentiation strategies for instruction, professional learning community(PLC) refinement, and growth to improve student achievement. Teachers in 3rd-5th grade have received bi-weekly support from a TOSA, and PD followed by job-embedded coaching. Teachers in 1st and 2nd grade received job-embedded coaching and classroom support from Generation Ready consultants one week per month. The purpose of that coaching was to help teachers implement best practices in the classroom to help students meet the demands of the Common Core with a focus on literacy standards. Teachers have received professional development in technology, classroom management, re-engagement and reteaching of task, data analysis, and IAB assessment. A large part of the training has been through the district-provided 1% professional development courses and site-based early release days.

*Last updated: 1/29/2019*