

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.



Heather Armelino, Principal

Principal, Mistletoe School

About Our School

The Mistletoe staff is a dedicated group of professionals who share the core belief that every child can succeed and reach his/her full potential. Our school community enjoys a strong sense of family camaraderie and enthusiasm for the natural joy of learning. We provide the academic and College and Career readiness climate along with the individualized learning experiences to make this possible. Students are taught the knowledge and skills necessary to think, reason, and perform at increasingly higher levels. We have experienced continued increases in academic performance, but our goal remains the same: to apply innovation, expertise, and "heart" in ensuring that students experience continued growth and personal success.

The performance level of our students is the highest of any school in our district and above County and state averages. In fact, Mistletoe experienced the highest growth in the County in English Language Arts between 2015 and 2016. In spring 2017, students in grades 3-8 were given the California Assessment of Student Performance and Progress and achieved a "high" level in English Language Arts, "medium" for Mathematics, and "highest performance" in English Learner Progress, according to the California School Dashboard (accountability and continuous improvement system).

Our school population is economically, as well as multi-culturally diverse. Our academic, visual and performing arts, athletics, and activities programs reflect our continued desire to challenge and develop each student at the highest levels from kindergarten through eighth grade. Our middle-grades program is designed to prepare students for the increasing academic demands of secondary school; all students participate in rigorous STEM learning activities designed to promote innovative thinking and collaborative design. Students are immersed in a small school personalized learning environment that is responsive to adolescent needs and greatly contributes to a successful transition to high school.

Many Mistletoe staff members have received awards in their profession and/or serve in leadership positions amongst their peers; this reflects their commitment to the belief that all children can succeed, and their extraordinary determination to not allow a child to fail or fall through the cracks. Because of this level of service, Mistletoe enjoys an excellent reputation.

Mistletoe's middle school, Mistletoe STEM Institute, is a 3-time California and National Schools-To-Watch – Taking Center Stage model program (2010, 2013, 2016). This spring Mistletoe was once again named a California Honor Roll School by the Educational Results Partnership and Campaign for Business and Education Excellence for demonstrating consistently high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. Mistletoe has also been named a California Distinguished School and has received the Title I High Academic Achievement Award multiple times. These awards reflect the excellent quality of education our students receive as well our united mission towards encouraging their highest aspirations and potential for success in a changing world.

- Heather Armelino, Principal

Contact

*Mistletoe School
1225 Mistletoe Ln.
Redding, CA 96002-0720*

*Phone: 530-224-4160
E-mail: harmelino@eesd.net*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Enterprise Elementary
Phone Number	(530) 224-4100
Superintendent	Brian Winstead
E-mail Address	bwinstead@eesd.net
Web Site	www.eesd.net

School Contact Information (School Year 2018—19)	
School Name	Mistletoe School
Street	1225 Mistletoe Ln.
City, State, Zip	Redding, Ca, 96002-0720
Phone Number	530-224-4160
Principal	Heather Armelino, Principal
E-mail Address	harmelino@eesd.net
Web Site	mistletoe.eesd.net
County-District-School (CDS) Code	45699716050231

Last updated: 1/24/2019

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

Mission Statement

"Mistletoe: Where Dreams Inspire Learning"

(Written from the perspective of the child)

Mistletoe School is a safe place where people care about me, believe in me, and value my strengths and talents. The staff recognizes that encouraging my dreams inspires my learning. I understand that my education is a gift for which I take responsibility and make part of my future.

Beliefs That Guide Us . . .

Discover and develop the unique skills and talents of each individual.
 Recognize the responsibility of parents, staff, and students working together to achieve our dreams.
 Encourage success through high expectations.
 Agree to treat others with kindness, honesty, and respect.
 Maintain optimism about people, learning, and the future.
 Strive to provide a safe and supportive place to learn.

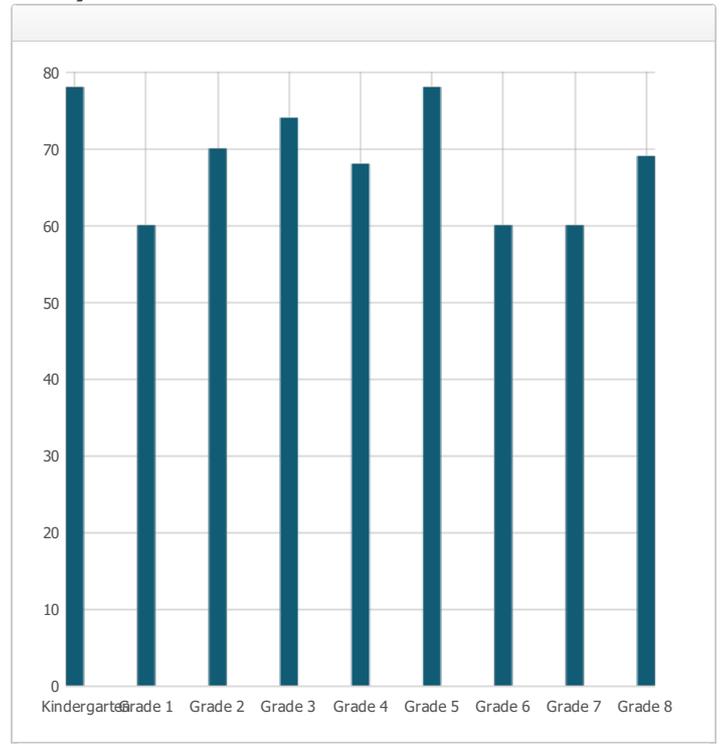
School Description

Mistletoe School is located in east Redding (Shasta County), which is approximately 160 miles north of Sacramento. The school was built in the early 1960's. Many modernization projects have occurred since the original construction all of which serve to enhance a child's K-8 experience. Projects include the addition of a walking track, a softball diamond, and soccer field, modernized gym (e.g., new flooring and bleachers, additional restrooms, and a sound and projector system) and an upgraded playground which includes play structures and recreational equipment. Additionally, classroom instruction is keeping up with our changing world through the ongoing implementation of Common Core instructional practices and cutting edge technology. Classroom learning is increasingly student-centered and interactive through the use of Interwrite technologies and Chromebooks. Third through eighth-grade classrooms are equipped with Chromebooks for every student to promote collaboration, innovation and the development of 21st Century skills (K-2 classes have 1:2 ratio of devices to student). Most all classrooms have a shared learning space, which serves to support small group individualized instruction. The teaching staff is comprised of 24 regular education teachers, a Music teacher, a Resource Specialist, a 6th-8th grade Special Day Class teacher, a Site Literacy teacher, a part-time elective/ELD teacher, a part-time Speech Pathologist, a part-time School Psychologist, and a full-time School Counselor. The Mistletoe campus houses a County preschool as well as an Afterschool Community Education (ACE) program.

Last updated: 1/3/2019

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	60
Grade 2	70
Grade 3	74
Grade 4	68
Grade 5	78
Grade 6	60
Grade 7	60
Grade 8	69
Total Enrollment	617



Last updated: 1/3/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	2.3 %
Asian	5.2 %
Filipino	%
Hispanic or Latino	13.9 %
Native Hawaiian or Pacific Islander	%
White	66.1 %
Two or More Races	9.2 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.1 %
English Learners	7.5 %
Students with Disabilities	9.7 %
Foster Youth	1.1 %

A. Conditions of Learning

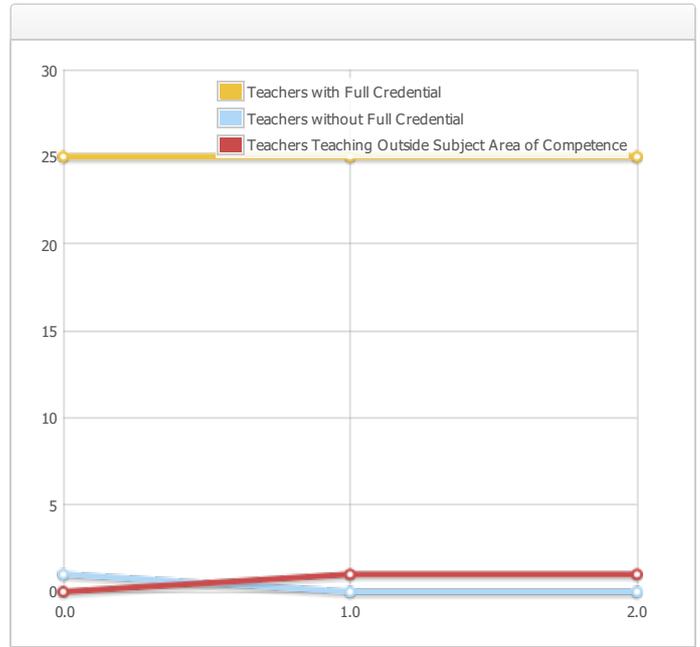
State Priority: Basic

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

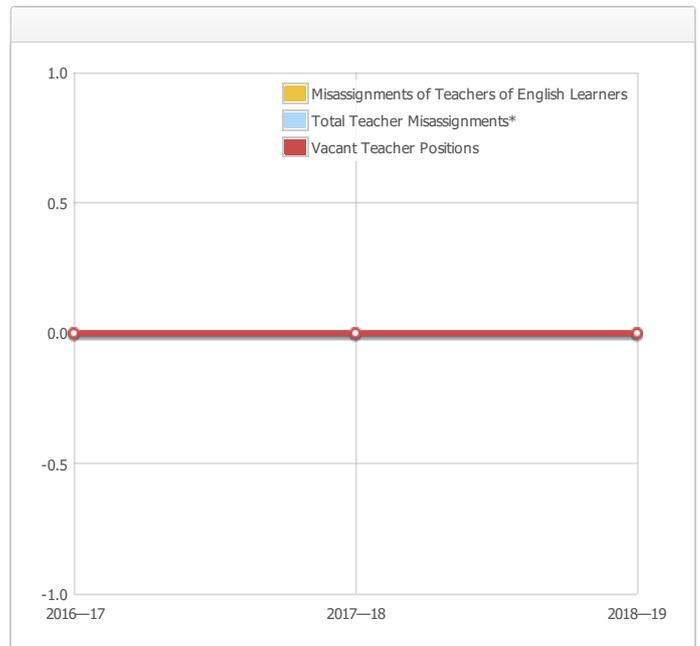
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	25	25	160
Without Full Credential	1	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	3



Last updated: 1/3/2019

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: 1/3/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Students in grades K-5 use Treasures, published by McGraw-Hill and adopted for first use in the 2010/2011 school year.</p> <p>Students in grades 2-5 use Ready Writing, published by Curriculum Associates and adopted for use during the 2015/2016 school year.</p> <p>Students in grades K-8 use Ready Reading, published by Curriculum Associates and adopted for use during the 2015/2016 school year.</p> <p>Students in grades 6-8 use Study Sync, published by McGraw-Hill and adopted for first use during the 2017/2018 school year.</p>	Yes	0.0 %
Mathematics	<p>Students in grades K-5 use Everyday Math, published by McGraw-Hill and adopted for use during the 2015/2016 school year.</p> <p>Students in grades 6-8 use Core Connections College Preparatory Mathematics adopted in the 2015/2016 school year.</p>	Yes	0.0 %
Science	<p>Students in grades K-5 use California Science, published by McGraw-Hill and adopted for first use in 2007/2008.</p> <p>Students in grades 6-8 use California Focus On Science, published by Glencoe and adopted for first use in 2007/2008.</p>	Yes	0.0 %
History-Social Science	<p>Students in grades K, 4, and 5 use History-Social Studies, published by Houghton Mifflin and adopted for first use in 2006/2007.</p> <p>Students in grades 1-3 use California Vistas, published by McGraw-Hill and adopted for first use in 2006/2007.</p> <p>Students in grades 6-8 use California Social Studies, published by Holt and adopted for first use in 2006/2007.</p>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2019

School Facility Conditions and Planned Improvements

The school's main campus was constructed in 1962. Additional classroom wings were added in 1963 and 1966. In addition, an administration/library building was constructed in 1963. A new roof was placed on the buildings in 1993. A multipurpose building and an additional classroom wing were constructed in 1997.

The school campus was modernized in 2000 and the gym floor was replaced in 2004. Work projects recently completed in the gym include the addition of modernized bathrooms, a sound and projector system, new bleachers, and interior upgrades to the walls and gym floor. Seven portable classrooms were added between 1986 and 1998, with one more added for the 2010/2011 school year.

During the 2012/2013 school year, concrete walkway ruptures were repaired, and roof repairs were made over the summer months. Outdoor coat and backpack hooks were installed. Parking lines, curbs, classroom numbers, and handicapped parking areas were repainted. To increase safety, shatterproof security window tinting was applied to windows throughout the campus.

During the 2013/2014, additional outdoor coat and backpack hooks were installed. Parking lines, curbs, classroom numbers, and handicapped parking areas were repainted. Over the summer months, the library media center was redesigned to allow for more efficient usage of space. To increase safety, signage was installed to guide visitors to the main office for check-in.

During 2014-15, security cameras were put in place across the campus for increased safety. In 2015-16, a large screen monitor was added to the front office displaying camera feeds for entry points on the campus, underscoring our commitment to student safety as a top priority. A new computer lab was installed in the library. A restroom for intermediate grades was upgraded in order to be handicap accessible. For the 2017-18 school year, double-portable 6-8 PE activity room was added along with an additional portable classroom for an elective class, permanent walls replaced partitions in two building pods to enhance the instructional environment; wiring was also upgraded during this project. Bleachers were installed along the soccer field, and an electronic reader board was installed to improve communication with stakeholders. Drainage was improved at various points on campus to avoid flooded areas in the rainy season. Security fencing and gates were added during the 2017-18 school year.

Planned improvements for 2018-19 include the renovation of a portable classroom into a state-of-the-art STEM lab that will be used for a 6-8 elective class and be accessible to K-8 classes. Flexible furnishings and a design thinking layout are being used to facilitate innovative thinking and engineering. The primary playground area will be painted to enhance PE instruction (games, dots for spacing, etc.). New energy efficient lighting will replace existing fixtures. A new projector and sound system will be installed in the gym. The library will be recarpeted and an existing portable (primary classroom) outfitted with cabinetry, countertop and new carpeting and two other classrooms received new student furniture.

Last updated: 1/3/2019

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repairs performed as needed. Preventative maintenance program implemented. This will keep HVAC systems running efficiently.
Interior: Interior Surfaces	Good	Daily cleaning and inspections. Updated cleaning techniques initiated. Repairs performed as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Daily cleaning and inspections. Updated cleaning methods initiated. New cleaning technology being tested. Holes under portable classrooms sealed with heavy-gauge hardware cloth to control rodents.
Electrical: Electrical	Good	Monthly inspections performed. Repairs performed as needed. Exterior, classroom and gym lights were replaced with LED to increase efficiency and reduce utility cost.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Monthly inspections performed. Repairs performed as needed. Updated cleaning techniques initiated. Kaivac high-pressure washer system being used in restrooms removes soils, bacteria, moisture and contaminants from restroom surfaces, grout lines and crevices.
Safety: Fire Safety, Hazardous Materials	Good	Fire extinguishers services regularly.
Structural: Structural Damage, Roofs	Good	Routine roof inspections performed. Repairs performed as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Monthly inspections performed. Repairs performed as needed. Routine safety inspections. Kindergarten playground/structure replaced. Surface replaced with rubber tile for safety.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/3/2019

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)	60.0%	63.0%	44.0%	47.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	46.0%	36.0%	34.0%	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: 1/3/2019

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	407	400	98.28%	63.00%
Male	195	190	97.44%	62.63%
Female	212	210	99.06%	63.33%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	20	16	80.00%	56.25%
Filipino				
Hispanic or Latino	68	67	98.53%	52.24%
Native Hawaiian or Pacific Islander				
White	267	265	99.25%	66.79%
Two or More Races	34	34	100.00%	58.82%
Socioeconomically Disadvantaged	272	266	97.79%	57.89%
English Learners	42	38	90.48%	50.00%
Students with Disabilities	33	30	90.91%	13.33%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2019

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	411	399	97.08%	45.86%
Male	198	189	95.45%	51.85%
Female	213	210	98.59%	40.48%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	20	16	80.00%	25.00%
Filipino				
Hispanic or Latino	70	67	95.71%	47.76%
Native Hawaiian or Pacific Islander				
White	268	264	98.51%	48.11%
Two or More Races	34	34	100.00%	38.24%
Socioeconomically Disadvantaged	275	266	96.73%	37.97%
English Learners	42	38	90.48%	44.74%
Students with Disabilities	37	29	78.38%	3.45%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/3/2019

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	21.1%	25.0%	30.3%
7	16.9%	22.0%	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: 1/3/2019

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)

Mistletoe is a student and family-centered school. Parents volunteer in classrooms and the library, assist with student celebrations and classroom projects, and organize school-wide student and family events. The collaborative effort between our community of families and staff is a cornerstone to the positive school climate at Mistletoe School. Parents are more than classroom volunteers; they are actively brought in as key players and investors in the K-8 educational experience. The School Site Council, Mistletoe PTO, English Language Advisory Committee, and the Safe School Committee are formal governance bodies comprised of all stakeholders; each assists in shaping and implementing school goals. Activities such as the Father/Daughter and Mother/Son Dances, field study excursions (e.g., 7th gr. Shakespeare Festival, 5th WES Camp, 3rd grade Coleman Fish Hatchery trip), facilitators of classroom academic centers, and direct involvement in the arts, athletics, and leadership programs, family math nights, and Parent Education classes are some examples of how our parents interact within our school community.

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

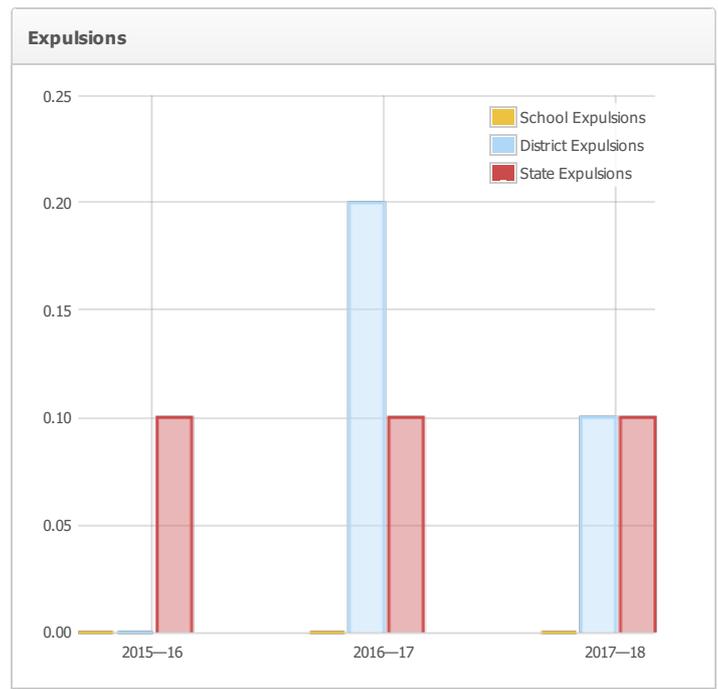
State Priority: School Climate

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	4.0%	3.4%	3.7%	5.8%	6.6%	6.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/3/2019

School Safety Plan (School Year 2018—19)

Safety of our students and staff is a primary concern. Our Comprehensive School Safety Plan is updated on an annual basis. The plan includes all specific Education Codes and Board Policies as they relate to campus and student safety. All emergency and disaster procedures, campus maps, and site information have been updated. The emergency kit list is reviewed and revised annually through our district Safety Committee. The Incident Command System (ICS) ensures an accurate and timely flow of information and communication. It outlines a systematic chain of command and gives a detailed description of specific duties for each position within the ICS. Administration use the Safe and Orderly goals, as well as various student discipline data, to analyze and make adjustments to any site based protocols or procedures. There is an annual drill log, plan review, and section for School Site Council approval. The emergency flip charts are updated and posted throughout each campus.

Procedures were reviewed with all staff and students. These protocols are used throughout the year so that students have the procedures firmly in mind.

Fire, disaster, and lock-down/active shooter drills are conducted on a regular basis throughout the school year to ensure that students, teachers, and staff know what to do in case of an emergency.

All visitors must sign in at the front office, wear identification tags while on school grounds, and sign out upon departure.

Fencing and gates continue to be constructed and updated to funnel all visitors to the front office during the school day, as well as to help deter trespassing and loitering during non-school hours.

Policies, including sexual harassment, suspension and expulsion, dress code, and discipline, are reviewed each year with staff and students.

Last updated: 1/3/2019

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		3	
1	22.0		3	
2	26.0		3	
3	26.0		3	
4	29.0		2	
5	30.0		2	
6	30.0	1	6	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.

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	25.0		3	
1	23.0		3	
2	25.0		3	
3	26.0		3	
4	27.0		3	
5	30.0		2	
6	30.0	1	10	
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	22.0	1	3	
1	25.0		2	
2	23.0		3	
3	25.0		3	
4	30.0		2	
5	29.0		3	
6	24.0	1	15	1
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: 1/3/2019

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	21.0	3	3	1
Mathematics	28.0	1	2	2
Science	28.0	1	1	3
Social Science	28.0	1	1	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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	1	3	1
Mathematics	33.0		2	2
Science	32.0		2	2
Social Science	32.0		2	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	2	4	
Mathematics	22.0	2	3	1
Science	26.0	1	3	1
Social Science	25.0	1	3	1

* 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: 1/3/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.7	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/3/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6153.0	\$799.0	\$5354.0	\$75310.0
District	N/A	N/A	\$5646.0	\$68748.0
Percent Difference – School Site and District	N/A	N/A	-5.5%	8.7%
State	N/A	N/A	\$6574.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	-33.1%	-1.0%

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

Last updated: 1/3/2019

Types of Services Funded (Fiscal Year 2017–18)

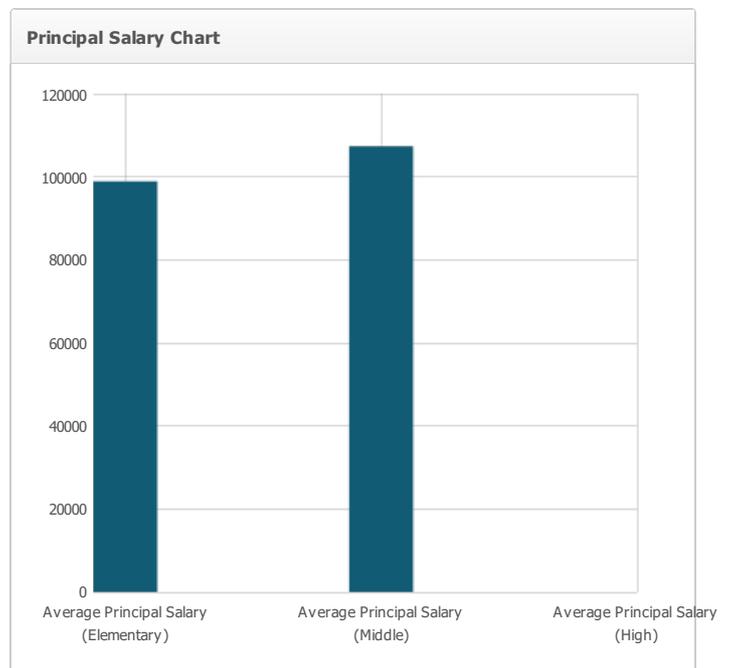
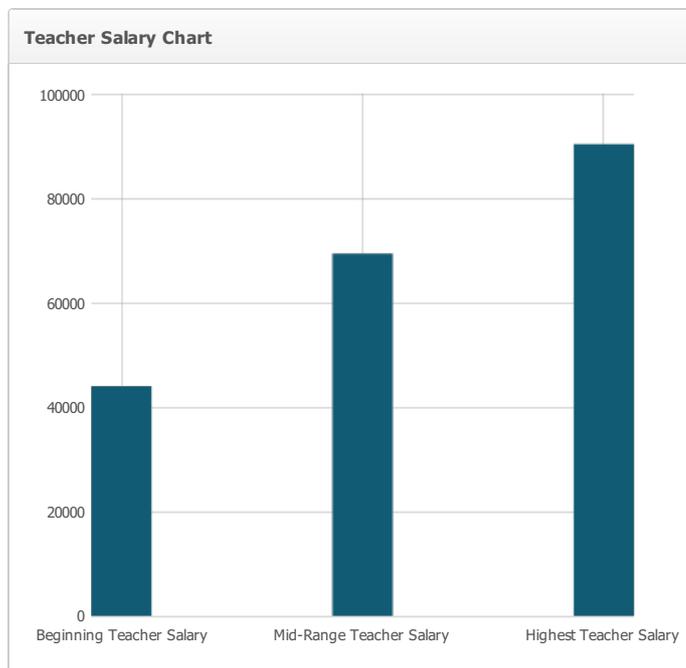
At Mistletoe, Title I and LCAP funded classroom instructional assistants provide targeted instruction in small groups to support underachieving students in reaching grade-level standards in reading and math. Additionally, English Learners receive added support through tutoring received from an EL Aide and/or ELD-trained certificated staff. Extended day intervention services were provided by certificated staff for students ranging from kindergarten to eighth grade, one hour after school, 3 days a week, for 20 weeks of the school year. Low-income, ELL, Foster Youth, and underachieving students were given priority to attend. Transportation was provided for students who would typically ride the bus to and from school. Site allocated Title II monies are used to support collaboration time for curriculum, instruction, and assessment purposes; during these structured collaboration meetings, student data is analyzed, and interventions are established to ensure all students are receiving targeted support. Beginning in 2015-16, LCAP funds were used to add a 6-8 performing show choir class as an additional period after school, along with other clubs such as Art, Odyssey of the Mind, and Snowboarding to further increase student engagement.

Last updated: 1/3/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,999	\$48,064
Mid-Range Teacher Salary	\$69,379	\$75,417
Highest Teacher Salary	\$90,341	\$94,006
Average Principal Salary (Elementary)	\$98,903	\$119,037
Average Principal Salary (Middle)	\$107,345	\$123,140
Average Principal Salary (High)	\$	\$135,974
Superintendent Salary	\$167,065	\$183,692
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	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: 1/3/2019

Professional Development

Enterprise Elementary School District’s professional development falls into four main categories geared toward increased achievement and learning for every child. They include Conditions of Learning, Pupil Outcomes, Engagement, and Safety.

We continue to embrace the valuable practice of Lesson Study, which we have linked directly to the transition to Common Core with a specific focus on student writing. Each site has been allocated funds with which to divide into lesson study groups focused on instruction in writing. Lesson study teams work together, creating writing lessons. The process includes time to plan, teaching the lesson, and time for reflection. Teams then score student writing each trimester.

Regularly scheduled collaboration is another powerful form of professional development in the district. Teachers meet in grade level groups, along with the site literacy coach and principal, to improve student learning by tracking student assessment data and develop goals and objectives that meet specific classroom, grade level, and individual student needs. Teachers also have opportunities to share best practices and discuss issues regarding curriculum, grade level standards, and instructional strategies.

We focus professional development on resilience and trauma-informed instructional strategies. Every teacher receives professional development in the field of Emotional Intelligence. The staff is provided strategies for creating a trauma-sensitive classroom. Throughout the year we provide professional development and opportunities for teachers to collaborate on instructional strategies to help students monitor behavior and self-regulate their emotions. We have implemented Second Step curriculum in Kindergarten through eighth grade.

We have increased the amount of technology available in every classroom. In order to best support the implementation of technology, we have four Educational Technology Coaches who provide professional development to teachers in classrooms, in small groups, and in large group training formats throughout the year. Their support includes training on effectively utilizing Chromebooks, Interwrite Boards, use of technology to enhance active engagement, Google Docs, Treasures, Everyday Math, and many other tools and strategies to enhance student learning. Through our coaches, we teach teachers to help students delve deeper into content.

We provide ongoing opportunities for teachers to improve their teaching. We offer a variety of after-school professional development that teachers can choose from in order to grow professionally. To encourage and support new teachers, we provide intensive professional development called Research To Action (RTA). We teach those new to our district to utilize a variety of instructional strategies, student engagement strategies, focus on home/school relations, class management techniques, technology, communication, data analysis, content rigor, effective first teaching strategies, and other important components relating to the needs of their students.

Last updated: 1/3/2019