

# Louis Pasteur Fundamental Middle School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Louis Pasteur Fundamental Middle School
Street	8935 Elm Avenue
City, State, Zip	Orangevale CA, 95662
Phone Number	(916) 971-7891
Principal	Janet Deal
E-mail Address	jdeal@sanjuan.edu
CDS Code	34-67447-6034821

<b>District Contact Information</b>	
<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	(916) 971-7700
<b>Web Site</b>	www.sanjuan.edu
<b>Superintendent</b>	Glynn Thompson
<b>E-mail Address</b>	glynn.thompson@sanjuan.edu

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

---

#### **Principal's Message**

Welcome to Pasteur Middle School.

Pasteur's teachers and staff work together with families to support all students at our school. We completed our Strategic Plan in the spring of 2012. This document guides our work with academics, technology, building relationships with families and our communities, and empowering our students to be learners and leaders. For more details about our plan, please visit our website at: [sanjuan.edu/pasteur](http://sanjuan.edu/pasteur).

#### **Mission Statement:**

Louis Pasteur Fundamental Middle School, dedicated to promoting exceptional character, challenges and empowers our students to think critically and become confident leaders through committed partnerships and diverse instructional strategies in an inclusive and safe community.

#### **School Profile:**

Louis Pasteur Middle School is one of eight middle schools in the San Juan Unified School District. Pasteur Middle School is invested in our school community and has developed programs that challenge and encourage our students to achieve and perform at their highest level.

We have made a significant financial investment in technology. We have purchased six COWS (Computers on Wheels) that hold laptops, ipads and chromebooks. We also maintain a classroom based computer lab to ensure that all students have regular access to technology-infused instruction.

Our staff believes that high expectations, and support when needed, lead to great levels of student achievement. We use common summative and formative assessments to develop and plan daily, standards-based instruction to both challenge and support all students. Our focus on student engagement and learning through academic discourse and guided group discussions gives them 21st century skills that will support them in high school and beyond.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

---

Pasteur's staff is dedicated to working with parents as partners. We welcome parents as volunteers during the school day in the classroom, the library and during lunchtime. Our PTSO runs our dances and other after school activities that create volunteer opportunities for parents who work.

PTSO solicits a yearly donation from our community that supports our school goals. Past donations collected by the PTSO have enabled them to support our school-wide technology goals by raising half the cost of a 36 station computer lab in the library.

We also value meeting with parents to discuss their student's academic performance. We have scheduled four days during the school year as parent/student conference days. We also schedule conferences before and after school as needed to support our students and their families.

#### **Contact Information**

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Louis Pasteur Fundamental Middle School secretary at 971-7891 or the principal at [jdeal@sanjuan.edu](mailto:jdeal@sanjuan.edu).

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	59	69	58	55	57	54	54	56	55
<b>Mathematics</b>	60	67	66	49	50	47	49	50	50
<b>Science</b>	72	74	72	58	60	59	57	60	59
<b>History-Social Science</b>	60	53	53	47	49	48	48	49	49

Note: Scores are not shown 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	48
All Student at the School	58	66	72	53
Male	55	71	76	53
Female	63	61	68	53
Black or African American	44	48		
American Indian or Alaska Native	47	71		
Asian				
Filipino				
Hispanic or Latino	41	54	50	24
Native Hawaiian/Pacific Islander				
White	63	69	78	60
Two or More Races				
Socioeconomically Disadvantaged	48	58	52	33
English Learners	6	19		
Students with Disabilities	55	44	64	29
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

**California Physical Fitness Test Results (School Year 2012-13)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	24.8	29.1	29.9

Note: Scores are not shown 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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	7	7	8
Similar Schools	2	3	7

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	12	30	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	14	34	-19
Two or More Races			
Socioeconomically Disadvantaged	7	39	-22
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	632	831	31,552	782	4,655,989	790
Black or African American	19	758	2,195	672	296,463	708
American Indian or Alaska Native	18	806	411	762	30,394	743
Asian	9		1,727	886	406,527	906
Filipino	0		478	832	121,054	867
Hispanic or Latino	80	774	6,061	704	2,438,951	744
Native Hawaiian/Pacific Islander	1		290	727	25,351	774
White	501	844	19,816	808	1,200,127	853
Two or More Races	4		574	762	125,025	824
Socioeconomically Disadvantaged	258	784	14,726	712	2,774,640	743
English Learners	26	693	3,828	653	1,482,316	721
Students with Disabilities	77	698	3,874	592	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	94.7

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	162
Grade 7	244
Grade 8	264
Total Enrollment	670

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.0	White	79.0
American Indian or Alaska Native	2.8	Two or More Races	0.6
Asian	1.5	Socioeconomically Disadvantaged	39.7
Filipino	0.0	English Learners	5.2
Hispanic or Latino	12.7	Students with Disabilities	11.9
Native Hawaiian/Pacific Islander	0.3		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6								24	17	14	17	
Other												

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			Avg. Class Size	2011-12			Avg. Class Size	2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	28.9	4	8	9	27.2	5	8	8	27	5	3	11		
Mathematics	26.5	5	11	6	27	5	9	7	25	5	9	6		
Science	30.6	0	9	3	32.8	0	8	9	31	2	6	8		
Social Science	30.8	2	8	8	31.1	1	8	9	27	5	8	6		

Note: 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.

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	31.72	27.9	22.9	16.45	19.4	13.2
Expulsions	0.45	0	0.0	0.19	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Pasteur Middle School, constructed in 1964, was modernized in 2001. The scope of work included; roof repair/replacement, new doors and hardware, new lighting, upgraded electrical service, new heating/air conditioning systems, and interior paint. Currently, enrollment is close to capacity. All restrooms were refurbished during the modernization and some were made handicapped accessible. Each classroom has a fire and intrusion monitoring and alarm system, telephone, and internet connections. Site custodial staff keep the buildings clean. The district provides landscape and maintenance and support to keep all the school systems functioning. During the summer of 2005 the underground hydraulic lines were replaced with overhead piping. In the summer of 2008 all roofing structural beams were repaired due to dry rot. In 2009, a new classroom portable and restroom building were constructed on the west side of the school with Measure J bond funds and the exterior of the school was painted. Using measure J funds, a site-wide landscape and irrigation project was completed Winter 2013. This included ornamental fencing, sidewalks and ramps, storm drains and sewer lines, grass, plants and trees. In addition, a low voltage upgrade using Measure J funds is scheduled for completion Spring 2014. This includes intercoms, fire and intrusion alarms.



The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in May 2012 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

<b>School Facility Good Repair Status (School Year 2013-14)</b>				
<b>Year and month in which data were collected: 11/08/2012</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rate**

<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	33	33	30	1740
Without Full Credential	2	2	0	24
Teaching Outside Subject Area of Competence (with full credential)	3	3	4	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93	7
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	675
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1.00	---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** September 24, 2013

San Juan Unified held a public hearing on September 24, 2013 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 vs. 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 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/departments.cfm?subpage=125110>.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pro-Ed, Inc.: Reading Milestones, 3rd Edition Adopted 2007  Scholastic: Read 180 Adopted 2009  Prentice Hall: Timeless Voices, Timeless Themes Adopted 2001	Yes	0.0
<b>Mathematics</b>	McDougal Littell: California Math Algebra 1 [Green Bicycle] Adopted 2008  McDougal Littell: Geometry Adopted 2008  Scott Foresman: California Mathematics Adopted 2001  Holt: California Mathematics, Course 2 – Pre Algebra Adopted 2009	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Glencoe McGraw-Hill: Glencoe Focus on Earth Adopted 2008  Pearson/Prentice Hall: Conceptual Physical Science (HA/IB) Adopted 2008  Pearson/Prentice Hall: Exploring Life (HA/IB) Adopted 2008	Yes	0.0
History-Social Science	Teacher's Curriculum Institute (TCI): History Alive Adopted 2006	Yes	0.0
Health	Glencoe McGraw-Hill: Teen Health Course 2 Adopted 2006	Yes	0.0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,425	\$1,194	\$4,231	\$65,109
District	---	---	\$5,013	\$71,297
Percent Difference: School Site and District	---	---	-15.6	-6.56%
State	---	---	\$5,537	\$69,704
Percent Difference: School Site and State	---	---	-14.78%	-5.42%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>. In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs. In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

**Teacher and Administrative Salaries (Fiscal Year 2011-12)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$41,462
Mid-Range Teacher Salary	\$70,764	\$66,133
Highest Teacher Salary	\$83,464	\$85,735
Average Principal Salary (Elementary)	\$104,439	\$107,206
Average Principal Salary (Middle)	\$110,111	\$111,641
Average Principal Salary (High)	\$126,647	\$122,628
Superintendent Salary	\$225,000	\$225,176
Percent of Budget for Teacher Salaries	40.7%	38.3%
Percent of Budget for Administrative Salaries	6.6%	5.1%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**XI. Instructional Planning and Scheduling**

**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

**Staff Development Offered by the District:**

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. The District's professional development needs are data driven and determined by one or all of the following: (a) student achievement data, (b) staff survey data, (c) district-identified goals, and (4) State mandates such as the adoptions of the Common Core Standards.

Each year, teachers and site administrators improve their knowledge and skill through District sponsored professional development that includes: Writing Workshop, Bookshop, Disciplinary Literacy, Balanced Math, University of California at Davis History Project, California State University, Sacramento Math Project, Expository Reading and Writing Course, and Critical Literacy.

Other professional development training include: teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Additional classroom support is provided to new and struggling teachers by PAR/BTSA teachers.

The District also provides a cycle of continuous professional development for Administrators through Principal Networks and Leadership Academies.

Other voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, Beginning Teacher Support and Assessment group, grant-funded projects, and the San Juan Teacher's Association.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

**Pasteur's Staff Development Plan:**

The staff and teachers at Pasteur realize the importance of concentrated professional work. Our Strategic Plan (which is aligned to the District Strategic Plan) is the driving force behind all professional activities at Pasteur. Professional development sessions address Common Core standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership.

Pasteur teachers attend all District offered training. Teams of Pasteur teachers attend the Balanced Math Training, The UC Davis History Project, Disciplinary Literacy (6th and 8th grade) and Writer's Workshop.

We began our planning for the implementation of Common Core Standards last year. We have established a school-wide framework called Critical Reading that is used by teachers in all subject area as a basis for the increased literacy expectation in all subject areas. All departments continue to focus on the creation of Common Core based units that focus on literacy using primary and secondary documents as foundations for study.

In addition, the Leadership Team and Dept. Chairs are creating plans and protocols that outline the most efficient way to share the trimester academic data from MAP testing with staff, students and their families and how we can use the results as a guide for classroom instruction.

Each year, Pasteur's teachers and site administrators participate in a minimum of 18 hours of in-house professional development. In addition to this time, 90 minutes per week are dedicated to staff collaboration and training that is planned by our site leadership teams and department chairs. All departments are provided a small budget to purchase release days for additional department planning.