

Thomas Edison Language Institute K-8
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Thomas Edison Language Institute K-8
Street	2950 Hurley Way
City, State, Zip	Sacramento CA, 95864
Phone Number	(916) 575-2342
Principal	Todd Lindeman
E-mail Address	tlindeman@sanjuan.edu
Web Site	www.sanjuan.edu/edison
CDS Code	34-67447-6034540

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

School Description and Mission Statement (Most Recent Year)

The mission of Thomas Edison Language Institute, with its innovative commitment among families, community, and staff to meet the diverse needs of each child, is to educate and empower all students to become self-motivated lifelong learners who strive for excellence in everything through rigorous academic expectations and multiple programs including the option of a Spanish Dual Immersion program.

Thomas Edison Language Institute is one of 35 elementary schools in the San Juan Unified School District. There were 610 students enrolled during the 2013-2014 school year. The student population was 44% Hispanic or Latino, 24% Anglo, 20% African American, 4% Asian, and 4% Other.

In 2010 the school added an optional Spanish Dual Immersion program for the students. The three goals for the program include bilingualism, biliteracy, and cultural awareness. Students attend the school from all over the Sacramento area for this educational opportunity.

At Thomas Edison, we provide a comprehensive education for every student. By setting high academic expectations and with rigorous teaching to the standards, our students continuously show improvement. Intensive academic enrichment and intervention programs ensure that all students reach their full potential. Working as a cohesive staff, we partner with parents, students, and community members to create a safe and respectful environment. We establish meaningful relationships that lead to an enjoyable educational experience. We educate the whole child by offering a myriad of extra-curricular activities to help our students feel connected to the school. We instill perseverance and self-worth, which empowers our students to become life-long learners. Our students leave Edison prepared for the future.

There are many extracurricular activities provided before and after school for our students. There are two programs which provide care from 2:30-6:00pm: Bridges and Arden Manor. We also offer classes in photojournalism, cooking, aerospace, Book Club, band, piano, guitar, violin, Show Choir, Hip Hop, Folklorico, drama, art, basketball, baseball, volleyball, tennis, flag football, soccer, track, golf, boxing, girl's fitness club, rugby, and many others!

There is also a focus on college and career readiness at Edison. Each grade level visits one college for the day in order to learn about college and how they can prepare themselves now for college. Each room at the school is focused on one college. Front doors are painted in the school's color, a school magnet is on each door, and a bulletin board inside the classroom is focused on the college. Signs around the campus are focused on three things: famous people who have made a difference in the world, positive character traits, and colleges. A week in January is focused on career awareness. All grades participate in this in a variety of ways.

Our school program includes, but is not limited to, the following components: Spanish Dual Immersion, Full Day Kindergarten, Transitional Kindergarten, Spanish for students in K-4th grade for the English program, and a Balanced Literacy curriculum.

Our School Site Strategic Plan focuses on four areas: Parent and Community Involvement, Spanish Dual Immersion Program, Meeting the Needs of All Students, and Improving Instruction. In all of these areas we focus on improvement every year. This plan was evaluated and updated in January of 2014.

The Intervention staff at Edison focuses on providing academic support to both staff and students in order to help increase academic achievement by students. An intervention teacher works with all students to provide academic intervention. An Academic Coach provides instructional support to teachers at the site in order to help them be more effective in increasing student achievement. A counselor works with all students to help them with emotional concerns that are preventing them from focusing on learning. The counselor also focuses on career and college awareness with all of our students. An English Language Instructional Specialist works with all of our students who are learning English. Her focus is to help all of these students improve their English skills as rapidly as possible in order to help increase their academic achievement.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	129
Grade 1	99
Grade 2	95
Grade 3	84
Grade 4	62
Grade 5	45
Grade 6	64
Total Enrollment	610

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	20.5
American Indian or Alaska Native	1.3
Asian	4.1
Filipino	0.7
Hispanic or Latino	43.8
Native Hawaiian or Pacific Islander	1.1
White	23.9
Two or More Races	4.6
Socioeconomically Disadvantaged	86.1
English Learners	31.5
Students with Disabilities	9.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31	27	32	1777
Without Full Credential	0	0	1	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	86.71	13.29
High-Poverty Schools in District	84.94	15.06
Low-Poverty Schools in District	96.79	3.21

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 23, 2014

San Juan Unified held a public hearing on September 23, 2014 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 2014 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/textbooks>.

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
Reading/Language Arts	2002: Houghton Mifflin- Legacy of Literature 2009: Scholastic, Inc.- Read 180 2007: Pro-Ed, Inc - Reading Milestones 3rd Edition 2001: Prentice Hall - Timeless Voices, Timeless Themes 2010: Houghton Mifflin - Cuaderno de Practica 2010: Houghton Mifflin - MHR CA Spanish PE	Yes	0.0
Mathematics	2001: Houghton Mifflin/Harcourt - California Mathematics 2009: Holt - California Mathematics Pre-Algebra 2008: McDougal Littell - California Algebra 1 & 2 2010: Houghton Mifflin - Math Spanish California	Yes	0.0
Science	2008: Delta Education - FOSS 2008: Glencoe/McGraw Hill - Focus on Earth	Yes	0.0
History-Social Science	2006: Teacher's Curriculum Institute (TCI) - History Alive 2007: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Due to increased student enrollment, the school was relocated to the site previously known as Jonas Salk High Tech Academy. Currently, there is sufficient space to house the student population. In order to prepare the site for a K-8 site various work was done summer of 2011. This included: carpet to most of the rooms, two play structures, front office renovation, and improved parking area for safety. Through Measure J funds during the Spring/Summer 2013, restrooms site-wide were reconfigured and renovated. This included all plumbing, fixtures, partitions, floors, walls, and upgrades to meet ADA requirements, There is a site custodial staff that cleans the building, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel.

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 February 2014 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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 02/26/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	40	20	45	60	59	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Student at the School	45
Male	55
Female	36
Black or African American	36
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	53
Two or More Races	
Socioeconomically Disadvantaged	49
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
English-Language Arts	25	37	20	55	57	54	54	56	55
Mathematics	52	49	36	49	50	47	49	50	50
History-Social Science				47	49	48	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	5	3	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	45	-7	-112
Black or African American			-114
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	14	-82
Native Hawaiian/Pacific Islander			
White	66	-32	-152
Two or More Races			
Socioeconomically Disadvantaged	41	-9	-106
English Learners		-9	-115
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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5	4.5	

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child's program by volunteering, visiting, and/or meeting with teachers, support staff and principal. We want parents to be involved in their child's education as much as possible.

Parent Meetings are held each month. A parent center has been created this year to invite parents to help at the school and to feel more connected to the school. Two family nights are held during the year. A monthly parent forum is available for parents whose children participate in the Spanish dual immersion program. Parents are able to learn about the program and visit the classrooms. We have an English class and a Spanish class for parents each week. Child care is provided for parents who participate in this program. Leadership opportunities are available for parents at the school. A School Site Council and an English Language Advisory Council are both available for parents to be involved with helping make important decisions at the school.

Edison’s Parent Teachers Association (PTA) has supported the entire school community through planning and implementing events such as student assemblies and family nights. The PTA has made financial contributions to the school directed toward improving the appearance of the school and has supported school projects.

The “Edison Light” family school newsletter is sent home biweekly and individual classrooms issue newsletters. Numerous phone calls are made by staff, and parent conferences are held regularly to validate strengths, applaud success, and assess progress. Report cards are issued at the end of each trimester.

English Language Learner parents are invited to participate in a monthly program which describes how the educational system works and how they can become more involved at the school.

For more information on parent involvement please contact: Clarissa Alva at 979-8960.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.1	7.4	5.7	9.8	8.3	7.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	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.

School Safety Plan (Most Recent Year)

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, includes the site specific crisis response procedures and a district standardized emergency flip chart. The last review of this plan was in March of 2013 at the School Site Council Meeting. All changes to the plan are up to date.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	19
Percent of Schools Currently in Program Improvement	---	79.2

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	5	0	0	27		5		26		5	
1	19.4	5	0	0	15	3	3		25	1	3	
2	19.7	3	0	0	16	4	2		19	2	3	
3	22	2	0	0	24	1	2		21	1	3	
4	28.5	0	2	0	14	2	1		16	2	2	
5	23.5	0	2	0	21	1	1	1	15	2	1	
6	27	0	1	0	18	1	2		21	11	10	2
Other	0	1	0	0								

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	.75	---
Psychologist	.4	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.8	---
Resource Specialist	.60	---
Other	1	---

Note: Cells with "---" 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,794	\$3,163	\$3,631	\$54,308
District	---	---	\$5,013	\$70,990
Percent Difference: School Site and District	---	---	-27.6	-23.8
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-24.99%	-21.11%

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,889	\$41,761
Mid-Range Teacher Salary	\$69,999	\$66,895
Highest Teacher Salary	\$82,562	\$86,565
Average Principal Salary (Elementary)	\$106,107	\$108,011
Average Principal Salary (Middle)	\$112,906	\$113,058
Average Principal Salary (High)	\$124,763	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of Budget for Teacher Salaries	40	38
Percent of Budget for Administrative Salaries	6	5

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

Professional Development

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. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators with its major initiatives such as Writing Workshop, Disciplinary Literacy, Critical Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, K-3 Reading and Critical Literacy. Many 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, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the District Theory of Action. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards (CCSS), 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. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by PAR/BTSA teachers.

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.