

Cameron Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Cameron Ranch Elementary School
Street	4333 Hackberry Lane
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 575-2302
Principal	Tanya Reaves
E-mail Address	tanya.reaves@sanjuan.edu
Web Site	http://www.sanjuan.edu/cameronranch
Grades Served	K-5
CDS Code	34-67447-6034383

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)

Principal's Message

- We will ensure all staff are implementing rigorous instructional strategies using personalized learning plans, integrating relevant technology and utilizing individualized assessment data to increase student proficiency.
- We will actively engage families and community as partners in the educational process.
- We will identify, model, and integrate positive character traits, to ensure all students become contributing, responsible, and caring members of our diverse community.

Mission Statement

Valuing diversity and Full Inclusion, the mission of Cameron Ranch School is to ensure that each student becomes an informed critical thinker, strong communicator, and self-directed learner through personalized, rigorous instruction, utilizing technology, and modeling positive character traits in a safe, nurturing, respectful environment, in partnership with parents and community.

School Profile

Cameron Ranch Elementary is one of 35 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

The 376 students attending Cameron Ranch are 45 % white, 29 % Hispanic/Latino, 19 % African American, and 7 % other ethnicities. 17.5 % of our students are English Language Learners, with Spanish as a primary language, and 80 % of students are socioeconomically disadvantaged. The curriculum provided is aligned to the Common Core Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

As a full inclusion site for children with developmental disabilities Cameron Ranch is dedicated to developing the individual potential of all students. We believe that each student has the right to be successful academically and socially. We encourage in all students' sensitivity to diversity and a sense of community responsibility. Staff and community work together to share knowledge and ideas to provide a rich learning environment for students.

We base our school behavior and discipline on Positive Behavior Intervention System (PBIS). We practice discipline with compassion.

WE PROMISE TO LOVE AND RESPECT EACH CHILD AND EXPECT EACH CHILD AND ADULT TO SHOW US RESPECT.

The Cameron Ranch principal, teachers, and staff value diversity and excellence. Our mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring, and collaborative learning community.

We are a Response to Intervention school, which addresses the individual needs of each student. We have implemented a scientific, research-based balanced literacy program with the belief that every student can learn to read and write. Within our balanced literacy program we differentiate instruction employing a number of strategies to meet the varied needs of individual students.

Three years ago Cameron Ranch became a Data Director school. All staff members have been trained on using the Data Director system and gathering information streamlines their daily instructional learning path for each student. Data Director provides teachers with information needed to plan focused instruction and provides internal accountability. Teachers are able to measure and monitor student progress using this data so that instruction is precise and personalized.

We ensure that all students have access to core curriculum, all teachers are highly qualified, and interventions are checked frequently for proper placement of students. Teachers provide rigorous instruction based on Common Core State Standards.

We pay close attention to the culture and climate of our school. We provide varied opportunities for our children to learn in an environment that is safe and fosters personal and academic growth.

Cameron Ranch staff hold high expectations for all stakeholders. We practice the beliefs that every person is unique and has equal worth, that every student can and will learn and that diversity is a valuable asset that strengthens and enriches our community. Through these multiple beliefs we have been able to start closing the achievement gap.

We believe that parent involvement is the key to building a sound foundation that encourages academic and personal achievement. Parents are invited regularly to attend visitation mornings. During this visitation the parent shadows their student, thus developing an understanding of what our expectations are, how the rigor of the day is laid out and how they can support their child's educational experience. We offer workshops and presentations the first Friday of the month, Family Friday's.

Professional development occurs weekly at Cameron Ranch. We provide time for grade level collaboration and professional learning communities. We recognize the importance of ongoing teacher learning and that it is directly linked to instructional practices and strategies. In the past three years we have based our professional development around PBIS, Data Director, Universal Access, Interactive Whiteboard training, Response to Intervention, Reader's Workshop, Critical Literacy, Running Record, and Writer's Workshop. All of these trainings support classroom teaching strategies, school and class organization, balanced literacy instruction, intervention and assistance and home, school and community partnerships.

Cameron Ranch offers an After School Bridges program. Bridges After-School/ASSETs Programs provide homework support, enrichment and pro-social recreation in a safe and positive environment. The Bridges After-School/ASSETs Programs currently serve over 3,000 students, grades K-12, at 32 sites. Student success is supported through the implementation of each of the four components of the program: Homework support, enrichment/disguised learning, pro-social skills/recreation, and parent support and empowerment. Strong relationships between program staff, school staff, parents and students are key! If you are interested in this program please contact the school office.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	65
Grade 1	64
Grade 2	64
Grade 3	68
Grade 4	51
Grade 5	53
Total Enrollment	365

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.5
Asian	4.7
Filipino	1.1
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	1.6
White	42.5
Two or More Races	8.8
Socioeconomically Disadvantaged	83.3
English Learners	17.3
Students with Disabilities	21.1
Foster Youth	0.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	17	19	1840
Without Full Credential	0	0	0	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	46

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	88.3	11.7
High-Poverty Schools in District	86.6	13.4
Low-Poverty Schools in District	97.0	3.0

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 2015-16)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 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 2015 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/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Pilot%20adoption%20Schedule.pdf>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2003: Houghton Mifflin- Legacy of Literature	Yes	0.0
Mathematics	2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math	Yes	0.0
Science	2007: Delta Education - FOSS	Yes	0.0
History-Social Science	2005: Teacher's Curriculum Institute (TCI) - History Alive 2006: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cameron Ranch was modernized and a new multipurpose room was added during the 2000-2001 school year. Expanded parking was provided at the front of the school, as well as a new ramp leading down to the resurfaced blacktop playground area. Two portable classrooms were totally remodeled. Currently there is sufficient space to house the student population. Discovery Club has its own classroom. 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. A major landscape and irrigation project was completed during the summer of 2008 through Measure J Bond. A low voltage upgrade which includes intercoms, fire and intrusion alarms, is scheduled for completion Spring 2014.

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 August 2015 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: 08/26/2015				
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)

Year and month in which data were collected: 08/26/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	24	42	44
Mathematics	22	32	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	60	98.4	62	18	12	8
	4	42	41	97.6	44	34	12	10
	5	54	47	87.0	34	36	21	9
Male	3	61	36	59.0	64	14	14	8
	4	42	22	52.4	50	32	14	5
	5	54	16	29.6	56	38	6	0
Female	3	61	24	39.3	58	25	8	8
	4	42	19	45.2	37	37	11	16
	5	54	31	57.4	23	35	29	13
Black or African American	3	61	13	21.3	77	0	8	15
	4	42	7	16.7	--	--	--	--
	5	54	9	16.7	--	--	--	--
American Indian or Alaska Native	4	42	1	2.4	--	--	--	--
Asian	3	61	1	1.6	--	--	--	--
	4	42	2	4.8	--	--	--	--
	5	54	3	5.6	--	--	--	--
Filipino	3	61	1	1.6	--	--	--	--
	4	42	1	2.4	--	--	--	--
	5	54	1	1.9	--	--	--	--
Hispanic or Latino	3	61	24	39.3	88	0	13	0
	4	42	9	21.4	--	--	--	--
	5	54	10	18.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	3	61	2	3.3	--	--	--	--
	4	42	1	2.4	--	--	--	--
	5	54	1	1.9	--	--	--	--
White	3	61	18	29.5	28	50	11	11
	4	42	19	45.2	53	26	5	16
	5	54	23	42.6	52	22	17	9
Two or More Races	3	61	1	1.6	--	--	--	--
	4	42	1	2.4	--	--	--	--
Socioeconomically Disadvantaged	3	61	47	77.0	74	17	6	2
	4	42	33	78.6	45	33	15	6
	5	54	44	81.5	34	39	20	7
Students with Disabilities	3	61	11	18.0	82	18	0	0
	4	42	5	11.9	--	--	--	--
	5	54	8	14.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	60	98.4	58	22	17	3
	4	42	41	97.6	39	34	17	10
	5	54	47	87.0	51	30	17	2
Male	3	61	36	59.0	58	17	19	6
	4	42	22	52.4	36	41	9	14
	5	54	16	29.6	63	25	13	0
Female	3	61	24	39.3	58	29	13	0
	4	42	19	45.2	42	26	26	5
	5	54	31	57.4	45	32	19	3
Black or African American	3	61	13	21.3	62	31	8	0
	4	42	7	16.7	--	--	--	--
	5	54	9	16.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	4	42	1	2.4	--	--	--	--
Asian	3	61	1	1.6	--	--	--	--
	4	42	2	4.8	--	--	--	--
	5	54	3	5.6	--	--	--	--
Filipino	3	61	1	1.6	--	--	--	--
	4	42	1	2.4	--	--	--	--
	5	54	1	1.9	--	--	--	--
Hispanic or Latino	3	61	24	39.3	83	4	13	0
	4	42	9	21.4	--	--	--	--
	5	54	10	18.5	--	--	--	--
Native Hawaiian or Pacific Islander	3	61	2	3.3	--	--	--	--
	4	42	1	2.4	--	--	--	--
	5	54	1	1.9	--	--	--	--
White	3	61	18	29.5	33	28	33	6
	4	42	19	45.2	42	26	16	16
	5	54	23	42.6	61	26	13	0
Two or More Races	3	61	1	1.6	--	--	--	--
	4	42	1	2.4	--	--	--	--
Socioeconomically Disadvantaged	3	61	47	77.0	70	21	9	0
	4	42	33	78.6	42	33	12	12
	5	54	44	81.5	52	30	16	2
Students with Disabilities	3	61	11	18.0	73	18	9	0
	4	42	5	11.9	--	--	--	--
	5	54	8	14.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	53	66	47	59	61	57	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	47
Male	53
Female	45
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	40
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	47
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.60	27.50	23.50

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 a valuable asset to the entire school community. Through PTO, the school benefits from the beautification projects, assemblies, fund raising, and social opportunities through ice cream socials, BBQ's, and parent programs. Parents are also active on the School Site Council advising, exploring, and shaping programs funded by Title 1 money received from the state. Each year parents sign a compact with their student and the teacher pledging support to the academic programs. Many parents drive on field trips, assist with at-home tasks, volunteer in the classroom, serve as representatives to the PIE (Parents in Education) and the Superintendent's Council, and provide art history to the classrooms through the Art Docent program.

Bi-weekly newsletters, our new website, Cameron Ranch Facebook, Connect-ed and frequent teacher correspondence keep parents informed of events and activities, as well as school changes. Parents provide valuable feedback regarding our programs and their students' success through our Parent Survey which is given every spring.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Cameron Ranch Elementary at 575-2302 or kimber.rice@sanjuan.edu

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.19	1.33	4.97	8.28	7.37	5.71	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.09	0.04	0.07	0.13	0.10	0.09

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 or CHPD officer. The Deputy Sheriffs are assigned to a specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. 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, update their site emergency plans, 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 Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan by March 1st of every year. The plan must be approved by the School Site Council before being submitted to the district Safe Schools Manager. 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. This school meets or exceeds the Education Code requirements for fire drills and lock down drills.

Safety Plan was last reviewed 2014. School Site Council will be reviewing and updating the Safety Plan which will be shared with staff.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	26	1	3		25	1	3		25	1	2	
1	31		1		31		2		30		2	
2	30		2		29		3		31		2	
3	28		2		29		2		30		2	
4	33		1	1	35			1	29		1	
5	27	1		2	28	1		2	27	1	2	
Other	31		1									

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 2014-15)

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7180	2630	4550	\$68,184
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-9.2	-4.4
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-24.42%	-0.95%

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$43,165
Mid-Range Teacher Salary	\$70,764	\$68,574
Highest Teacher Salary	\$83,465	\$89,146
Average Principal Salary (Elementary)	\$102,900	\$111,129
Average Principal Salary (Middle)	\$112,906	\$116,569
Average Principal Salary (High)	\$126,182	\$127,448
Superintendent Salary	\$225,000	\$234,382
Percent of Budget for Teacher Salaries	39%	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 (Most Recent Three Years)

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 that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, 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 Local Control Accountability Plan. 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 consulting teachers from the Center for Teacher Support.

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.