

# Oakview Community Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Oakview Community Elementary School
<b>Street</b>	7229 Beech Avenue
<b>City, State, Zip</b>	Orangevale CA, 95662
<b>Phone Number</b>	(916) 986-2215
<b>Principal</b>	Shana Walters
<b>E-mail Address</b>	shana.walters@sanjuan.edu
<b>Web Site</b>	<a href="http://www.sanjuan.edu/oakview">http://www.sanjuan.edu/oakview</a>
<b>CDS Code</b>	34-67447-6034771

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

## **School Description and Mission Statement (School Year 2016-17)**

### **PRINCIPAL'S MESSAGE**

Welcome to Oakview Community! We strive to provide every student with a positive experience and the necessary supports to reach his/her maximum potential. Our instruction is personalized to meet the needs of each student.

We work to ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student. This is measured by each student's personal growth and the total percentage of students demonstrating proficiency. Teachers meet collaboratively to evaluate assessments and use data (MAP, CASSP, additional reports from Data Director, DIBELS, Accelerated Reader, curriculum embedded assessments) to plan instructional, targeted interventions, and goal setting. Our ongoing goal is to develop and implement a comprehensive, ongoing cycle of learning for students and faculty. This year, staff development includes Just Think Math (JTM), the newly adopted Envision math curriculum and the teaching of reading comprehension. The school focus this year is to identify the best way in which to teach reading comprehension while providing students with classroom libraries that are well organized and have an abundance of appropriately leveled reading materials. We will use guided reading groups, interactive read alouds and shared reading. Teachers will be allocated time and materials to assist with enhancing their classroom libraries.

Oakview fosters a collaborative culture; members of the school community working together effectively to promote student's success. Our strategic plan provides a framework for our school's goals and objectives. The many different voices, experiences, and styles of the school community add to its strength and vitality. Resources from donations and Parent Teacher Club (PTC) are coordinated to enhance the school's program and the overall experience of each child. This is a truly special community!

### **MISSION STATEMENT**

The mission of Oakview Community School, created collaboratively with staff, parents and community through site strategic planning is as follows:

Inspiring innovative, compassionate and confident learners, our mission at Oakview Community School is to empower each student to become a successful, self-motivated, critical thinker and problem solver, through challenging, student-driven instruction with the integration of technology in a diverse learning community.

### **SCHOOL PROFILE**

Oakview Community Elementary is one of 42 elementary schools in the San Juan Unified School District. The 392 students attending Oakview Community are 76.3 % white, 14.2 % Hispanic/Latino, 1.6 % Asian/Asian American, and 3.5 % other ethnicities. 7.4 % (32) students are designated as English Language Learners, with Spanish or Ukrainian as a primary language, an 45.5 (144) % of students are socioeconomically disadvantaged. 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 Oakview Community School encourages all members to be active participants in our children's education through classroom participation, school events, student conferences, homework, and parent education. Teamwork among staff, parents, and community members maximizes the resources and support available to our students. Our school community shares responsibility for student success.

We nurture our students as individuals with social, emotional, physical and academic needs. Learning is not limited to the boundaries of the classroom. Students will use a variety of resources and technology to enhance their ability to learn meaningful information. We provide opportunities for students to explore their interests, develop their talents and creativity, and broaden their horizons. Teachers will instill a contagious love of learning so that children are eager to learn.

The families will recognize how important they are in their child’s education by being involved with the school. They will work as a partner with teachers and administrators to share the responsibility of setting high expectations for all children through on-going communication and support.

**WE BELIEVE THAT:**

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways and at varied paces.
- Education is the shared responsibility of students, families, teachers, staff, and community.
- Quality education expands opportunities throughout a person’s life.
- Challenging people to meet high expectations leads to exceptional learning and remarkable results.
- Nurturing relationships and healthy environments are necessary for individuals to thrive.
- Diversity is a valuable asset that strengthens and enriches our community.
- Personal development and community well-being depend on individual responsibility.
- Everyone benefits when people willingly contribute to the well-being of others.
- Honesty and integrity are essential to build trusting relationships.
- Access to a quality public education is essential to our democracy.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	84
Grade 1	56
Grade 2	66
Grade 3	61
Grade 4	49
Grade 5	56
<b>Total Enrollment</b>	<b>372</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African	2.7
American Indian	0.5
Asian	1.9
Filipino	0.5
Hispanic or Latino	20.7
Native Hawaiian	0.5
White	72.3
Two or More	0.5
Socioeconomicall	48.1
English Learners	6.5
Students with	15.6
Foster Youth	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			Distri
	2014-	2015-	2016-	2016-
<b>With Full Credential</b>	15	18	17	1814
<b>Without Full Credential</b>	0	0	0	33
<b>Teaching Outside Subject</b>	0	1	0	29

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
<b>Misassignments of</b>	0	0	0
<b>Total Teacher</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	86.2	13.8
<b>High-Poverty Schools in District</b>	83.9	16.1
<b>Low-Poverty Schools in District</b>	96.3	3.7

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 2016-17)**

**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 the State Board of Education has adopted frameworks for ELA/ELD, Math and Social Sciences, and has identified an approved list of instructional materials available for adoption. 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%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2003: Houghton Mifflin- Legacy of Literature	Yes	0.0
<b>Mathematics</b>	2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math	Yes	0.0
<b>Science</b>	2007: Delta Education - FOSS	Yes	0.0
<b>History-Social Science</b>	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)**

**School Facilities**

Oakview Community School was modernized during 1996. A new heating and air-conditioning system was added during the summer of 2000. The modernization scope included roof/repair or replacement, interior, and exterior painting, window system replacement, energy-efficient lighting upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, fire, intrusion, and intercom system, throughout the school. Currently, there is sufficient space to house the student population. 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 (every Thursday). Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, driveway resurfacing, and irrigation system retrofit continue to be a concern. One classroom wing and the multi-purpose room were modernized during the summer of 2003. All classrooms were carpeted during the fall of 2003. In 2005 East Valley Church donated time and materials to put in new concrete walkways, sod, shrubs and a new sprinkler system.

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 October 2016 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 of the most recent FIT report: 10/19/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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 Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/19/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	46	47	42	45	44	48
Mathematics	39	40	32	35	34	36

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 Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	64	64	100.0	43.8
	4	48	48	100.0	50.0
	5	60	60	100.0	46.7
Male	3	26	26	100.0	30.8
	4	19	19	100.0	52.6
	5	38	38	100.0	44.7
Female	3	38	38	100.0	52.6
	4	29	29	100.0	48.3
	5	22	22	100.0	50.0
Hispanic or Latino	3	15	15	100.0	53.3
White	3	46	46	100.0	41.3
	4	36	36	100.0	55.6
	5	47	47	100.0	48.9
Socioeconomically Disadvantaged	3	36	36	100.0	30.6
	4	26	26	100.0	46.1
	5	19	19	100.0	52.6
Students with Disabilities	3	12	12	100.0	8.3
	5	11	11	100.0	9.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	64	64	100.0	26.6
	<b>4</b>	48	48	100.0	58.3
	<b>5</b>	60	60	100.0	40.0
<b>Male</b>	<b>3</b>	26	26	100.0	30.8
	<b>4</b>	19	19	100.0	68.4
	<b>5</b>	38	38	100.0	44.7
<b>Female</b>	<b>3</b>	38	38	100.0	23.7
	<b>4</b>	29	29	100.0	51.7
	<b>5</b>	22	22	100.0	31.8
<b>Hispanic or Latino</b>	<b>3</b>	15	15	100.0	33.3
<b>White</b>	<b>3</b>	46	46	100.0	26.1
	<b>4</b>	36	36	100.0	58.3
	<b>5</b>	47	47	100.0	48.9
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	36	36	100.0	19.4
	<b>4</b>	26	26	100.0	57.7
	<b>5</b>	19	19	100.0	42.1
<b>Students with Disabilities</b>	<b>3</b>	12	12	100.0	
	<b>5</b>	11	11	100.0	9.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	79	71	58	61	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	59	59	100.0	57.6
<b>Male</b>	37	37	100.0	67.6
<b>Female</b>	22	22	100.0	40.9
<b>White</b>	46	46	100.0	60.9
<b>Socioeconomically Disadvantaged</b>	18	18	100.0	55.6
<b>Students with Disabilities</b>	11	11	100.0	54.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	16.4	21.3	37.7

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 (School Year 2016-17)

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oakview Community Principal, Shana Walters, at 916-986-2216 or PTC President, Shelby Penman at OakviewPTC@hotmail.com



## Parent Involvement

Parent involvement and participation is valued and encouraged at Oakview. All parents are invited to join and work in the classroom, and to actively support the varied Parent Teacher Club (PTC) activities. Out PTC, School Site Council (SSC) and our English Learner Advisory Committee (ELAC) work with the staff and community to support the rich learning environment that addresses the whole child. Staff members volunteer their time to work together to bring a variety of parent involvement activities into our yearly schedule. Parents and staff work together to shape our school program and to make it exciting and challenging for all students. Parents are an active and vital part of the Oakview Community.

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	2.0	6.8	7.4	5.7	5.7	4.4	3.8	3.7
<b>Expulsions</b>	2.2	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

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 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. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. 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 (CSSP) by March 1st of every year. As part of the update, each school site meets at least once per year with a law enforcement officer to review the CSSP and they hold a community meeting to review the CSSP. The CSSP 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. Each school site conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by State law.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2008-2009
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	17
<b>Percent of Schools Currently in Program Improvement</b>	N/A	65.4

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

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

Grade Level	2013-14				2014-15				2015-16			
	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+
<b>K</b>	25	1	2		23	1	3		23	1	3	
<b>1</b>	26		2		31		2		31		2	
<b>2</b>	28		2		28		2		28		2	
<b>3</b>	31		2		26		2		26		2	
<b>4</b>	34			1	34			1	34			1
<b>5</b>	32		1	1	34			2	34			2
<b>Other</b>	11	2			10	1			10	1		

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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	.06	
<b>Counselor (Social/Behavioral or Career Development)</b>	.33	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>	.33	N/A
<b>Nurse</b>	1	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>		N/A
<b>Other</b>		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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	6658	1470	5188	\$70,417
<b>District</b>	N/A	N/A	\$5,013	\$74,317
<b>Percent Difference: School Site and District</b>	N/A	N/A	3.5	-1.6
<b>State</b>	N/A	N/A	\$5,677	\$75,837
<b>Percent Difference: School Site and State</b>	N/A	N/A	-3.0	-3.5

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

## Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,196	\$45,092
Mid-Range Teacher Salary	\$73,948	\$71,627
Highest Teacher Salary	\$87,219	\$93,288
Average Principal Salary (Elementary)	\$110,528	\$115,631
Average Principal Salary (Middle)	\$117,984	\$120,915
Average Principal Salary (High)	\$134,096	\$132,029
Superintendent Salary	\$254,994	\$249,537
Percent of Budget for Teacher Salaries	37%	37%
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)

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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 monthly principal's meetings.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions, Math to the Core, Expository Reading and Writing Course, 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, 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.