

Albert Schweitzer Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Albert Schweitzer Elementary School
Street	4350 Glenridge Drive
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 867-2094
Principal	Rebecca Loper
E-mail Address	rloper@sanjuan.edu
Web Site	http://www.sanjuan.edu/schweitzer
CDS Code	34-67447-6034896

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 (School Year 2017-18)

MISSION STATEMENT

Albert Schweitzer Elementary, an exemplary model of sophisticated student expression, empowers each child to collaborate and problem solve as a compassionate and highly literate 21st Century citizen through innovative, research-based, instructional strategies that incorporate strong character values in partnership with families in a nurturing environment.

SCHOOL PROFILE

Albert Schweitzer Elementary is one of 33 elementary schools in the San Juan Unified School District. Schweitzer consist of 62% White, 20% Hispanic or Latino, 6% African American, 4% Asian, 1% American Indian, 6% two or more races, and less than 1% other. Our school provides a comprehensive academic program based on the Common Core State Standards. Schweitzer has one Special Day Class (SDC)/Learning Handicapped (LH) for students in grades 3rd-5th, and 1 Communicatively Handicapped (CH) classroom for students in K-grade 2. We also have an Early Childhood Education preschool on our campus serving pre-k students with language/speech needs. Our school is in its 8th year of writer's workshop, 7th year of reader's workshop and 7th year of critical literacy. The K-2 grade levels have had four years of critical math professional development with third grade finishing three years, and 4th and 5th grades finished up their 2nd year. The K-1 grade levels have finished four years of responsive reading instruction and 2nd grade completed their third year, working on the personalization and differentiation of reading instruction through the use of formative assessment tools, shared, and guided reading. We believe students can achieve at high levels and we tailor our instructional practices to challenge and support all students.

The goal of Schweitzer School is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level. We believe every child can achieve academic success. To this end, every child is provided with quality instructional experiences which recognize, support and maintain high expectations for all students.

With parents and teachers working together as a team, towards the same goal, every child will succeed. In order to give each child the best opportunity for success, we keep children first in all that we do. This is our core value and common cause.

We also believe that children need exposure to instruction in the arts. We hold a bi-weekly whole school "sing" where we sing traditional and new songs. This has been in place for many years and is a well-loved tradition of our school. We additionally host a whole school play every year, directed by parents up until last year when high school students took charge. Students in grades 1-5 have two art classes and two to three PE classes per week.

At Schweitzer School, we take the business of loving and teaching children seriously. Each person at our school approaches his/her task with a keen understanding of the honor that it is to be able to touch the future through our children.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	53
Grade 1	54
Grade 2	55
Grade 3	69
Grade 4	69
Grade 5	75
Total Enrollment	375

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	1.1
Asian	2.7
Filipino	1.1
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.3
White	65.1
Two or More Races	5.9
Socioeconomically Disadvantaged	42.1
English Learners	10.1
Students with Disabilities	16
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	18	20	1885
Without Full Credential	0	0	0	49
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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
Reading/Language Arts	2017 Benchmark-Advance	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 2007: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.00%

School Facility Conditions and Planned Improvements (Most Recent Year)

Albert Schweitzer Elementary School, constructed in 1961, was modernized during the 2000-2001 school year. The scope included: roof replacement, interior, and exterior painting, window system repair, energy-efficient heating and cooling system upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, new fire, intrusion, and intercom system, throughout the school. New carpet and tile was installed in most classrooms. Currently, there is sufficient space to house the student population. There are two Discovery Clubs on site. Site custodial staff clean the buildings, 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. Field repair, driveway resurfacing, and irrigation system retrofit continue to be a concern. During the summer of 2008 a new portable 5-classroom wing with Boys, Girls and Staff Restrooms was constructed along with a major landscape and paving project through the Measure J Bond. During the summer of 2014, the restrooms in our main quad were updated with new concrete poured in the main hallways.

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 2017 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/25/2017				
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 of the most recent FIT report: 10/25/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	44	39	45	44	48	48
Mathematics (grades 3-8 and 11)	41	36	35	33	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	223	218	97.76	38.99
Male	117	113	96.58	38.05
Female	106	105	99.06	40
Black or African American	13	13	100	23.08
Hispanic or Latino	40	40	100	30
White	148	144	97.3	43.06
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	108	103	95.37	33.01
English Learners	29	24	82.76	41.67
Students with Disabilities	50	50	100	4

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	223	221	99.1	36.2
Male	117	115	98.29	32.17
Female	106	106	100	40.57
Black or African American	13	13	100	23.08
Hispanic or Latino	40	39	97.5	20.51
White	148	148	100	40.54
Two or More Races	12	12	100	50
Socioeconomically Disadvantaged	108	106	98.15	24.53
English Learners	29	28	96.55	32.14
Students with Disabilities	50	50	100	4

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62	69	57	56	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.2	17.9	14.1

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 State priority: Parental Involvement (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 2017-18)

Parent Involvement

Schweitzer School has an extremely active Parent Teacher Association (PTA). There are approximately 70 parent volunteers working at Schweitzer on a regular basis. As a sampling, many parents help in the classroom by running small groups for reading, writing and/or math, prep materials for classroom lessons, assist the teachers with special projects, beautify the campus, drive and chaperone field trips, serve on committees, direct or assist in schoolwide plays and jog-a-thon, help at school functions such as the Fall Festival and/or Starstruck, run fundraisers for school-wide and 5th grade outdoor ed camp.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school secretary, Margie Yates, in the Albert Schweitzer Elementary office at 916-867-2094 or email MYates@sanjuan.edu.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.8	1.7	1.9	5.7	5.7	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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, renamed the School Climate Committee, 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.

The site safety committee has been established to maintain a safe environment that promotes mutual respect and personal responsibilities, acceptance of all cultures, and is conducive to learning. The committee assesses safe practices as well as well as the conditions of the school. The current safety plan was developed by the safety committee and reviewed and approved by School Site Council on 12/10/2017.

The Comprehensive School Safety Plan outlines disaster preparedness and evacuation/drill procedures. Section 1 of the plan describes Schweitzer demographics and the process for developing/updating the plan. Section 2 lists Albert Schweitzer School's mission and core beliefs and commitments for learning. Section 3 and 4 lists strengths and concerns from parent/student surveys. Section 5 lists parent involvement goals and the identified actions. Sections 6 and 7 describe the process of communicating and evaluating the plan. Lastly, the plan includes Schweitzer's school policy on bullying prevention.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	28		2		25		2		27		2	
1	31		2		25		2		27		2	
2	30		2		31		2		26		2	
3	23	1	2		26	1	2		31		2	
4	29		2		29		2		32		2	
5	27	1		2	25	1	2		26	1	2	
Other									14	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	.40	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	.60	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6817	1410	5407	
District	N/A	N/A	\$5,013	\$75,808
Percent Difference: School Site and District	N/A	N/A	7.9	
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-4.8	

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

Types of Services Funded (Fiscal Year 2016-17)

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>.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,600	\$47,808
Mid-Range Teacher Salary	\$76,351	\$73,555
Highest Teacher Salary	\$90,055	\$95,850
Average Principal Salary (Elementary)	\$111,903	\$120,448
Average Principal Salary (Middle)	\$114,058	\$125,592
Average Principal Salary (High)	\$138,454	\$138,175
Superintendent Salary	\$263,176	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
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, 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.