

Ottomon Way 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	Ottomon Way Elementary School
Street	9460 Ottomon Way
City, State, Zip	Orangevale CA, 95662
Phone Number	(916) 986-2228
Principal	Cassidy Butler
E-mail Address	cabutler@sanjuan.edu
Web Site	http://www.sanjuan.edu/ottomon
CDS Code	34-67447-6105928

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)

PRINCIPAL'S MESSAGE

This year we embarked on our fourth year of Artful Learning. Our journey continues to provide a rigorous, innovative learning environment for ALL children. We believe that the arts are a pathway for complete student engagement and a compelling model to transform learning. Artful Learning empowers educators to use the arts and the artistic process to awaken and sustain the love of learning for all students.

Artful Learning stimulates and deepens academic learning through the arts and employs an interdisciplinary approach that is anchored by a central Concept while posing a Significant Question that allow educators to teach a broad spectrum of rigorous academic content. Studying through the lens of the arts generates a measurably deeper level of comprehension and retention of concepts.

Artful Learning uses a distinctive four-phase sequence for curriculum planning through all subject areas, delivery and assessment as well as identified strategies for school transformation.

1. Experience: Uses a Masterwork linked to a Concept and a Significant Question as catalysts to engage all student by awakening ideas, emotions and new understandings. Students respond through sight, sound and movement. They will leave this phase curious and wanting to know more.

For Example:

Masterwork: Starry Night by Van Gogh (could be visual art, music, dance, drama or literature)

Concept: Relationships

Significant Question: What are the relationships in our families, our school community and on the earth that show our world is interconnected?

2. Inquire: Leads students through a variety of research techniques and an inquiry-based investigation to form new and deeper understanding of the topic. The Significant Question guides the inquiry.

3. Create: Brings students' original ideas to a creative project based on what they learned in the inquiry.

4. Reflect: Guides students through documenting and interpreting their understanding. Students ponder the journey they have taken through the Unit of Study, students will acquire valuable new skills, which will help them become more self-directed as learners.

Going through the process in the Unit of Study, students will acquire valuable new skills, which will help them become more self-directed as learners.

I invite you to come in to our classrooms during this school year and observe our students and teachers learning and having fun.

Lastly, thank you for participating in your child's education. Together we prepare our students to be confident and successful, not only at school, but in life!

Mission Statement:

Valuing our diverse, rural community, Ottomon Elementary's mission is to empower all students to develop their unique strengths and academic abilities through a focused commitment on literacy, analytics, and the arts.

SCHOOL PROFILE

Ottomon K-5 Elementary School is a neighborhood school whose focus is on balanced literacy, analytics, and the arts. The curriculum is aligned to the California Common Core State Standards. We are focusing on a Comprehensive Literacy Program as we prepare our students to be independent readers and thinkers. This is our fifth year of implementing our Strategic Plan.

The Ottomon Elementary School community provides a safe environment where students are able to acquire knowledge, communicate ideas, and develop integrity thereby inspiring all to become lifelong learners with high academic and ethical standards. At Ottomon we are committed to supporting learning and teaching as we prepare our students to globally compete in the 21st Century with not only effective oral and written communication skills but also engage in problem solving and critical inquiry. We believe that learning must be a partnership with home, school, and community and seek to involve all stakeholders. Students are our priority.

Ottomon is one of 41 elementary schools in the San Juan Unified School District. The students attending Ottomon are 67% white, 25% Hispanic, 4% African American, 3% Asian American, 1% Native American, and 1% Pacific Islander. Additionally, 9% of our students are identified as English Language Learners, and 2% of our students are identified as Gifted and Talented (GATE), while 14% are attending special education services. Ottomon offers a Transitional Kindergarten class and a Full Day Kindergarten program. We also have the Bridges After School program for extended school day providing homework, recreation, and technology.

Parent Involvement

Parent participation is welcomed at Ottomon Elementary. Parents are visible as they assist and support our teachers through many activities both at school and outside of regular school hours. Through our parent representation, we are able to provide the District Art Docent program and attend the Superintendent's Parent Advisory Committee monthly meetings. Parents participate in our PTA and Site Council. Our PTA is involved in volunteer activities throughout the school year which directly impact our students in a positive manner. The following activities are supported by our parents and community:

- Grandparent's BBQ
- Winter Program
- History Alive
- Variety Show
- Patriotic Show
- Poetry Tea
- Turkey Trot
- Parade of Characters (Reading Week)
- Harvest Festival
- Spring Carnival
- Annual Fund Raising
- PTA
- Family Move Nites
- Classroom Art Docent program
- School Beautification
- Watch Dogs (Dads of Great Students)
- Orangevale Rotarians
- Intel PC Pals
- Early Engineers
- Kidz Art
- Mad Scientists
- Girl Scouts
- Monthly Student Recognition programs
- Author Day

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	58
Grade 2	43
Grade 3	64
Grade 4	52
Grade 5	56
Total Enrollment	318

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	0.6
White	63.5
Two or More Races	5.3
Socioeconomically Disadvantaged	60.4
English Learners	9.4
Students with Disabilities	16.7
Foster Youth	0.6

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	17	16	17	1885
Without Full Credential	1	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	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
Visual and Performing Arts	Artful Learning Level 1 (for all teachers) Artful Learning Level 2 (for att teachers) Artful Learning School Design Book (Leadership Team)	Yes	
Science Laboratory Equipment (grades 9-12)			0.00%

School Facility Conditions and Planned Improvements (Most Recent Year)

Ottomon Way Elementary School was opened in 1986. In accordance with the district’s maintenance plan, the school is evaluated yearly on the condition of the roof, heating and air-conditioning system, paint, electrical infrastructure, window system leakage, and handicapped accessibility. 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. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, and irrigation system retrofit continue to be a concern. A new sports-floor in the Multipurpose Room and new carpeting, schoolwide, were installed the summer of 2003. In 2005 gas service was installed for future HVAC upgrades. A new fire lane and dumpster enclosure were constructed with Measure J funds.

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 September 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: 09/15/2017				
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: 09/15/2017				
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)	33	29	45	44	48	48
Mathematics (grades 3-8 and 11)	26	20	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	172	169	98.26	28.57
Male	83	81	97.59	30
Female	89	88	98.88	27.27
Hispanic or Latino	40	40	100	17.95
White	116	114	98.28	31.58
Socioeconomically Disadvantaged	103	101	98.06	23
English Learners	20	20	100	15
Students with Disabilities	46	43	93.48	2.38

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	172	167	97.09	19.76
Male	83	80	96.39	27.5
Female	89	87	97.75	12.64
Hispanic or Latino	40	39	97.5	10.26
White	116	113	97.41	24.78
Socioeconomically Disadvantaged	103	100	97.09	19
English Learners	20	20	100	5
Students with Disabilities	46	42	91.3	4.76

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)	43	40	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	21.2	42.3	

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)

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Cassidy Butler at (916) 986-2228.

Parent involvement is encouraged at Ottomon. Parents, grandparents, and community members may be involved in any of the following:

Volunteer Program (working in classrooms and at home, field trip supervision, school beautification, tutoring)

- Full Day Kindergarten
- Ottomon P.T.A.
- Ottomon S.S.C.
- Parent newsletter
- Monthly awards assemblies

*Harvest Festival

*School Carnival

- Parent Conferences
- School Wide Presentations
- Bridges After School Program
- Back to School Night
- Open House
- Watch Dogs (Dads of Great Students)
- Orangevale Rotarians
- Intel PC Pals
- Early Engineers
- Mad Scientists

*Kidz Art

- Girls Scouts
- Art Docent Program
- Family Movie Nights

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	7.3	3.7	1.4	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 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.

Our Safety Plan was reviewed, updated, and approved by the Site Council on February 28, 2017. At the beginning of our school year the Safety Plan was discussed with staff at our Staff Meeting on August 9, 2017. Safety is included as a reoccurring topic in monthly staff meetings and school site council meetings. Our Safety Plan focuses on maintaining a safe learning and teaching environment for students and staff. With that in mind, fire drills, shelter-in-place, and lock down drills are held during different times of the year to ensure that we are ready if an emergency situation arises. Our safety plan goal is to get everyone inside (or outside in case of egress) and accounted for in the event of an emergency situation on or near the school site.

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	26		2		20	2	2		26		2	
1	29		2		24		2		26		2	
2	30		1		30		2		22	1	1	
3	31		2		27		2		31		2	
4	34			1	33			1	32		1	
5	34			2	28	1		2	26	1	1	1
Other	14	2										

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
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.20%	N/A
Social Worker	0	N/A
Nurse	20%	N/A
Speech/Language/Hearing Specialist	60%	N/A
Resource Specialist	1	N/A
Other	8	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	7023	1789	5234	\$69,745
District	N/A	N/A	\$5,013	\$75,808
Percent Difference: School Site and District	N/A	N/A	4.4	-6.2
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-7.8	-8.0

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.

Additionally, Ottomon teachers receive on-going professional development for our Artful Learning program and with Area 3 Writing Project to refine writing instruction in the classroom.

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.