

Sierra Oaks 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 | Sierra Oaks Elementary School |
| Street | 171 Mills Road |
| City, State, Zip | Sacramento CA, 95864 |
| Phone Number | (916) 575-2390 |
| Principal | Matt English |
| E-mail Address | Matt.english@sanjuan.edu |
| Web Site | http://www.sanjuan.edu/sierraoaks |
| CDS Code | 34-67447-6034904 |

| 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

Sierra Oaks K-8 mission statement was created through the Site Strategic Planning process in collaboration with staff, parents, and community members and is as follows:

The mission of Sierra Oaks K-8, valuing a diverse and dynamic school community, is to cultivate all students into critical thinkers who communicate effectively, engage responsibly, and serve successfully as global citizens by providing a rigorous and innovative curriculum in a safe, respectful learning environment.

SCHOOL PROFILE

Sierra Oaks K-8 is one of eight K-8 schools in the San Juan Unified School District. The curriculum provided is aligned to the Common Core State Standards.

The students attending Sierra Oaks K-8 are 53% White, 20% Hispanic, 10% African American, 8% Asian, and 9% other. Of this population, 11% are English Language Learners with 5% Spanish and 4% Arabic as the primary language. Our socioeconomically disadvantaged population (based on free/reduced lunch applications) is 39%.

Built in 1960, Sierra Oaks has had a long reputation of high academic achievement. It has earned the California Distinguished School recognition twice as a K-5, first in 1987 and again in 1998. Sierra Oaks became a K-8 school in spring 2006, once again earning the California Distinguished School recognition in 2008 and 2014.

K-8 PROGRAM DESCRIPTION

The K-8 schools offer increased opportunities for relationships and personalization between teachers and 6th-8th grade school students. The students may attend the same school for nine years, promoting a sense of belonging and familiarity. The K-8 schools are staffed with highly qualified teachers possessing multiple subject credentials. The teachers may have supplemental authorizations that complement the academic and enrichment programs.

The core curricular program 6th-8th grade students is delivered within an interdisciplinary structure, with three 6th grade classes, three 7th grade and two 8th grade classes. Students receive standards-based, grade-level instruction in class "periods," transitioning six times a day. Additional collaboration occurs with teachers from other grade levels to ensure a well-articulated experience. Students engage in a variety of elective courses, and physical education classes meet the state requirements. Flexible grouping, differentiation, acceleration, and intervention are strategies that are utilized to meet the students' academic needs. Most recently, accelerated math programs (Accelerated Math 7 and Integrated Math (IM)1) and Spanish 1 and 2 have been added to the curricular options.

The Sierra Oaks K-8 program prepares students for the successful transition to high school by addressing their physical, emotional, social and academic development in a smaller, nurturing atmosphere. Age-appropriate extra-curricular activities offer as an after-school option to enhance the students' overall development.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 76 |
| Grade 1 | 78 |
| Grade 2 | 53 |
| Grade 3 | 80 |
| Grade 4 | 72 |
| Grade 5 | 105 |
| Grade 6 | 99 |
| Grade 7 | 67 |
| Grade 8 | 99 |
| Total Enrollment | 729 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.8 |
| American Indian or Alaska Native | 0.4 |
| Asian | 7.3 |
| Filipino | 1.5 |
| Hispanic or Latino | 21.5 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 52.9 |
| Two or More Races | 6.9 |
| Socioeconomically Disadvantaged | 40.9 |
| English Learners | 11.9 |
| Students with Disabilities | 8.2 |
| 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 | 29 | 31 | 31 | 1885 |
| Without Full Credential | 1 | 1 | 2 | 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 Grades K-5 2017: Amplify ELA/ELD Grades 6-8 | Yes | 0.0 |
| Mathematics | 2015: Pearson enVision MATH Common Core 2015: Houghton Mifflin Harcourt Go Math | Yes | 0.0 |
| Science | 2007: Delta Education - FOSS 2007: Glencoe/McGraw Hill - Focus on Earth 2008 Glencoe/McGraw Hill - Focus on Earth/Life/Physical Science 2008 Pearson: Biology | 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 |
| Science Laboratory Equipment (grades 9-12) | | | 0.00% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The Sierra Oaks K-8 campus has had many recent improvements for beautification through the “Self Help” process. The Theresa Wong Memorial Garden was dedicated in the spring of 2003. Many benches and picnic tables have been added by the Sierra Oaks PTA, making attractive spaces and an extended learning environment. Fences and garden areas add beauty and safety for our students and the community. A committee of parents works regularly to plant and maintain flower beds and landscape improvements. In 2006, under the Measure J Bond, a new heating and air conditioning system was installed along with gas lines and an EMS Energy Management System. School year 2008 included the addition of 3 portables and an upgrade/addition of a fire hydrant, funded through Measure-J Bond. In 2009, all parking lots were re-constructed, ADA improvements were made, the courtyard concrete was replaced, restrooms were refurbished, landscaping and irrigation upgrades were all completed with Measure J funds. In 2010, the playgrounds were resurfaced, and the entire school was re-painted. In 2011, four new classrooms and two new bathrooms were added to replace the existing portables. Additionally, a beautiful courtyard with sidewalks, grass and picnic tables was added to the landscape. In 2016 -17, three additional portables were added to the southern area of the campus.

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: 9/25/2017 | | | | |
| 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: 9/25/2017 | | | | |
|---|-----------|------|------|------|
| 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) | 49 | 44 | 45 | 44 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 39 | 32 | 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 | 525 | 515 | 98.1 | 44.27 |
| Male | 263 | 259 | 98.48 | 37.07 |
| Female | 262 | 256 | 97.71 | 51.56 |
| Black or African American | 47 | 47 | 100 | 27.66 |
| Asian | 34 | 34 | 100 | 58.82 |
| Hispanic or Latino | 113 | 112 | 99.12 | 30.36 |
| White | 274 | 267 | 97.45 | 53.18 |
| Two or More Races | 40 | 38 | 95 | 28.95 |
| Socioeconomically Disadvantaged | 227 | 219 | 96.48 | 30.59 |
| English Learners | 81 | 75 | 92.59 | 26.67 |
| Students with Disabilities | 41 | 39 | 95.12 | 10.26 |

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 | 524 | 520 | 99.24 | 31.54 |
| Male | 263 | 260 | 98.86 | 30.77 |
| Female | 261 | 260 | 99.62 | 32.31 |
| Black or African American | 47 | 47 | 100 | 8.51 |
| Asian | 34 | 34 | 100 | 44.12 |
| Hispanic or Latino | 113 | 112 | 99.12 | 16.07 |
| White | 273 | 272 | 99.63 | 41.18 |
| Two or More Races | 40 | 38 | 95 | 31.58 |
| Socioeconomically Disadvantaged | 227 | 226 | 99.56 | 17.7 |
| English Learners | 81 | 81 | 100 | 13.58 |
| Students with Disabilities | 41 | 40 | 97.56 | 7.5 |

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) | 63 | 68 | 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 | 16.5 | 22.3 |
| 7 | 22.4 | 20.9 | 40.3 |

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)

PARENT INVOLVEMENT

Sierra Oaks K-8 benefits in a multitude of ways from supportive parents and community members. Parents are an integral factor in the success of our school program. Each year parent input is sought to review the school program and redirect efforts for improvement in the school program, curriculum, and school climate. Parents also serve on a variety of school committees to enhance our students' learning opportunities and environment. Parental involvement was instrumental in developing our new playgrounds and improving technology opportunities for our students and teachers. The School Site Council meets regularly to assess, discuss, and adjust the overall school plan. It determines site fund budget allocations, and sets spending priorities each year. The School Site Council consists of 5 staff members and 5 parent members. Our Parent Teacher Association (PTA) works diligently to raise funds and promote volunteer time to create a high-quality learning environment for all children. Parent volunteer hours average approximately 10,000 hours each year. The PTA budget enhances the resources for staffing both the library and technology support. These resources also help provide students with curricular interventions. If you would like information regarding opportunities to get involved, please call the school office at (916) 575-2390 and you'll be put in touch with PTA or School Site Council parent representatives.

CONTACT INFORMATION

Our school operates best when we have a full commitment from our community. That means we need your help. Parents or community members are welcome to participate in:

- PTA
- Leadership teams
- School committees
- School activities
- The classroom, library or other areas

Please contact the Principal, the classroom teacher, or the secretary at Sierra Oaks K-8 at 575-2390 or by email at matt.english@sanjuan.edu. We look forward to working with you.

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 | 4.5 | 5.3 | 5.5 | 5.7 | 5.7 | 5.8 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.1 | 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.

School Safety Plan was reviewed, updated, and approved by School Site Council on May 23, 2017.

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 | 29 | | 2 | | 26 | | 3 | | 25 | | 3 | |
| 1 | 30 | | 2 | | 26 | | 2 | | 26 | | 3 | |
| 2 | 29 | | 2 | | 25 | | 3 | | 27 | | 2 | |
| 3 | 30 | | 3 | | 25 | | 3 | | 26 | | 3 | |
| 4 | 29 | | 3 | | 33 | | 1 | 2 | 34 | | | 2 |
| 5 | 32 | | 2 | | 26 | 1 | 3 | | 34 | | | 3 |
| 6 | 33 | 2 | 3 | 18 | 33 | 1 | | 11 | 29 | 3 | 11 | 5 |
| Other | 40 | | | 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 |
|---|----------------------------------|---|
| Counselor (Social/Behavioral or Career Development) | .40 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .40 | N/A |
| Speech/Language/Hearing Specialist | .8 | N/A |
| Resource Specialist | 1.4 | 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 | 6031 | 805 | 5226 | \$60,477 |
| District | N/A | N/A | \$5,013 | \$75,808 |
| Percent Difference: School Site and District | N/A | N/A | 4.2 | -18.6 |
| State | N/A | N/A | \$6,574 | \$79,228 |
| Percent Difference: School Site and State | N/A | N/A | -7.9 | -20.3 |

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.