

Charles Peck Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Charles Peck Elementary School
Street	6230 Rutland Dr.
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 867-2071
Principal	Mary Cardoso
E-mail Address	mcardoso@sanjuan.edu
Web Site	http://www.sanjuan.edu/peck
CDS Code	34-67447-6034839

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 2018-19)

Mission Statement

The Charles Peck Elementary School mission is to work collaboratively with staff, parents, and community members in providing all students with a foundation of skills, knowledge, and attitudes that will enable them to be motivated learners who reach their individual potentials. High expectations for students reflect a school-wide belief that all students will achieve when provided the appropriate instruction in an encouraging and safe environment.

Charles Peck Elementary is one of 41 elementary/K-8 schools in the San Juan Unified School District. The diversity at Charles Peck is 50% White, 24% Hispanic/Latino, 9% African American (the percentage increases to 16% when the data is further disaggregated in the Two or More Races category), 12% Two or More Races, 4% Asian and 1% categorized as other. 19% percent of our students are English Language Learners, with Spanish as a primary language, and approximately 95% of our students are socioeconomically disadvantaged (eligible for free/reduced lunch). The curriculum provided is aligned to the Common Core State Standards (CCSS). The school supports cultural awareness on a daily basis through academically and culturally responsive instructional practices, and other school activities. At Charles Peck, we believe in educating and supporting the whole child - academically, socially, and emotionally.

Our goal at Charles Peck Elementary School is to provide all students with a foundation of skills, knowledge, and attitudes that will enable them to be motivated learners who reach their individual potentials. High expectations for students reflect a school-wide belief that all students will achieve when provided the appropriate instruction in an encouraging and safe environment. Title 1 federal dollars fund a 100% Title 1 Intervention Teacher, a full-time counselor, a campus representative, professional development support, release days for staff development and collaboration, curriculum materials and supplies as well as technology upgrades. All classrooms have digital presentation ability and 4-5 classrooms are equipped with Apple TV systems and by the end of the year, that number will increase to 13 classrooms. K-5 students have access to I pads, desktop computers and chrome books. A 50% ELD Specialist supports bilingual students within the classroom and small groups.

The following programs support the grade level standards-based instruction at Charles Peck: Benchmark ELA for reading and writing, Scholastic Guided Reading, Okapi leveled texts, Envision Math, iReady Math, Read Naturally, Lexia Core 5, Raz Kids, SIPPS, GLAD strategies, and other research-based practices. PBIS (Positive Behavior Intervention Support), along with Skillstreaming, promote positive behavior choices through explicit instruction, positive recognition and consistent natural consequences. We work closely with support staff from the Student Support Center to provide multi-tiered intervention based on data and frequent progress monitoring. The Bridges After School program provides child care, games and activities until 6 PM. The school Safety Team attends meetings, conducts emergency drills and collaborates together in establishing site safety procedures.

We use the Common Core State Standards and ongoing assessment to guide our instruction and communicate academic growth to families throughout the year. We encourage a college-bound culture with our students and promote positive character traits of safety, respect, responsibility, citizenship, fairness, and friendship as a school focus.

We value your support as a parent/guardian and partner in educating our students, and encourage open communication and collaboration between families and school. We encourage parents/families to partner with us in promoting a positive learning environment here at Charles Peck School.

As the principal and instructional leader, I believe that all students can and will learn given the appropriate instruction and supports. I also believe that learning is a life-long endeavor and that education opens the doors to many opportunities in the lives of our students and that it will continue to do so as they grow into productive citizens. I lead an amazing team whose commitment to students, teaching, and learning is inspiring and sincere. Our Charles Peck staff participates in ongoing professional development, ensuring that our students receive quality first instruction and any educational and/or behavioral supports they need in order to reach their full potential as learners and leaders. They are equally dedicated to engaging families as partners at Charles Peck.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	40
Grade 1	55
Grade 2	51
Grade 3	56
Grade 4	53
Grade 5	66
Total Enrollment	321

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	0.3
Asian	5.3
Filipino	0.6
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	0.3
White	46.4
Socioeconomically Disadvantaged	87.9
English Learners	20.6
Students with Disabilities	20.6
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16	17	18	1968
Without Full Credential	1	1	0	50
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	1	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 2018-19)

Year and month in which data were collected: September, 2018

San Juan Unified held a public hearing on September 11, 2018 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 2018 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. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science 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	2008: Delta Education - FOSS	Yes	0.0
History-Social Science	2007: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Charles Peck, originally constructed in 1961, was modernized during the 2000-2001 school year. Currently, there is sufficient space to house the student population. 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. In 2009, the entire school had the exterior painted through Deferred Maintenance Funding. Using Measure J funds, a site-wide landscape and irrigation project was completed Winter 2013. This included ornamental fencing, sidewalks and ramps, storm drains and sewer lines, grass, plants and trees. All restrooms site-wide are being reconfigured and renovated using Measure J funds. This project is scheduled for completion January 2014. It includes all plumbing, fixtures, partitions, floors, walls, path of travel and upgrades to meet ADA requirements.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in August 2018 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: 10/02/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/02/2018	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	20.0	20.0	44.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	16.0	15.0	33.0	34.0	37.0	38.0

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	151	89.88	19.87
Male	90	82	91.11	15.85
Female	78	69	88.46	24.64
Black or African American	21	21	100.00	19.05
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62	12.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	70	87.50	22.86
Two or More Races	14	14	100.00	28.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	152	136	89.47	19.12
English Learners	47	31	65.96	9.68
Students with Disabilities	35	34	97.14	0.00
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	164	97.62	14.63
Male	90	87	96.67	13.79
Female	78	77	98.72	15.58
Black or African American	21	21	100	4.76
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	42	100	9.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	77	96.25	20.78
Two or More Races	14	14	100	21.43
Socioeconomically Disadvantaged	152	149	98.03	14.09
English Learners	47	44	93.62	9.09
Students with Disabilities	35	34	97.14	5.88
Foster Youth	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.1	17.6	5.9

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

There are various ways that parents can become involved in the school community. The Charles Peck School Site Council (SSC), comprised of members of whom half are parents, takes an active role in developing and monitoring the School Improvement Plan. The focus of improvement is developing students’ literacy and mathematical ability, the use of technology, and the fostering of a positive learning climate. The Charles Peck Newsletter is a bulletin sent home to inform parents about school activities and events, as well as parent education opportunities. Some examples include homework strategies, curriculum support, and effective routines. Classroom teachers regularly send home newsletters and/or informal progress notes. Parents are informed about their children’s accomplishments through formal and informal parent conferences, progress notices, report cards, telephone calls, emails, and notes.

Parents are encouraged to volunteer their time in the classroom and in the library as well as attend events, such as the primary 100 Day activities, Family Nights, ongoing SSC, fundraisers, and the establishment of our PTC, etc. Our monthly ELAC, Parent/Principal, and SSC meetings along with Family Engagement Events, including APTT, which focus on academic achievement for all students, building positive character traits, and parent/family involvement will continue to keep our professional learning community on track to achieving each step outlined in our Strategic Plan.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 867-2071 and/or leave a message for our Parent Liaison, Shantel Tibbets at ta2dmom4@gmail.com

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.5	6.2	5.0	5.7	5.8	5.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Charles Peck Elementary School makes safety a top priority. The School Site Council/Safety Team last updated the comprehensive school safety plan on February 27, 2018 after reviewing it at a public meeting on February 1, 2018. The plan includes a review of safety data for the campus, incident response information in case of fire, earthquakes and other dangers, and details on safety policies. A copy of the plan is available for review in the school office.

Drills are held on a regular basis to include fire drills, earthquake drills, lockdown drills, and intruder drills. Elements of the the safety plan are addressed at the monthly staff meetings.

Safety is a shared responsibility and our school is supported by the district's Safe Schools program in coordination with the Sacramento Sheriff's Department and Citrus Heights Police Department. The Safe Schools program provides district employed safety specialists who provide safety advice, training and respond to critical incidents. They are supplemented by uniformed law enforcement officers dedicated to working with San Juan Unified schools.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	25		2		21	1	2		16	2	1	
1	22		2		17	1	1		26		2	
2	25		2		22	1	1		23		2	
3	21	1	2		25		2		26		2	
4	32		1		27		2		25		2	
5	23	2		2	25	1	2		25	1	2	
Other	13	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	9275	3279	5996	\$56,916
District	N/A	N/A	\$5,013	\$76,908
Percent Difference: School Site and District	N/A	N/A	17.9	-28.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-9.2	-32.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,492	\$47,903
Mid-Range Teacher Salary	\$77,878	\$74,481
Highest Teacher Salary	\$91,856	\$98,269
Average Principal Salary (Elementary)	\$106,389	\$123,495
Average Principal Salary (Middle)	\$111,560	\$129,482
Average Principal Salary (High)	\$135,771	\$142,414
Superintendent Salary	\$268,440	\$271,429
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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, 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.