

# Gold River Discovery Center

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Gold River Discovery Center
<b>Street</b>	2200 Roaring Camp Drive
<b>City, State, Zip</b>	Gold River CA, 95670
<b>Phone Number</b>	(916) 867-2109
<b>Principal</b>	Teresa Cummings
<b>E-mail Address</b>	teresa.cummings@sanjuan.edu
<b>Web Site</b>	<a href="http://www.sanjuan.edu/goldriver">http://www.sanjuan.edu/goldriver</a>
<b>CDS Code</b>	34-67447-6111363

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

## School Description and Mission Statement (School Year 2018-19)

---

### School Profile

Gold River Discovery Center is one of eight K-8 schools in the San Juan Unified School. The curriculum provided is aligned to the Common Core State Standards and is extended with implementation of Project Based Learning units in all grades. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Gold River Discovery Center is entering its 24th year of operation and is proud to carry on the high expectations of excellence established in 1993. The school was recognized as a California Distinguished School in 2008 for the second time and was previously honored as a National Blue Ribbon School in 1998. The teachers and staff are committed to a high-quality education for all students. Since the school's opening, it has striven to be innovative and trendsetting with its approach to instruction. The school is unique with the usage of its community garden, sixth grade monthly trips to the American River, and offerings of French, Spanish, and Integrated Math I classes. All stakeholders at Gold River Discovery Center are committed as a community to promote life-long learning and develop students who can manage their learning experiences.

### Mission Statement

Our Mission: Embracing individual excellence and unique community resources, Gold River Discovery Center's mission is to inspire, prepare, and empower each student to achieve his or her full potential as a responsible global citizen, critical thinker and innovative life-long learner by providing a collaborative learning community committed to delivering a superior education that is continually evolving and meaningful in an ever-changing world.

### What We Believe:

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

### Principal's Message

I invite you to explore Gold River Discovery Center's Annual School Accountability Report Card, which provides valuable information about our school instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Above all, we at GRDC share our pride in our excellence with our community, and celebrate the many outstanding examples of students in the act of achieving educational success.

Students are the main source of our Miner pride. Here at GRDC we use the motto, "Search, Discover, and Learn". Our students benefit from the strong relationships between teachers, support staff, and families. This combination leads our students to excel, achieve, and succeed in life. Our students are hard-working, intelligent, and well-behaved examples of who we want them all to be as they grow to maturity. Our teachers and staff members collaborate to deliver experiences to children that challenge and motivate them to learn the rigorous standards of each grade level. Our parents are fantastically supportive of the school's efforts on behalf of their children. Good character, educational excellence and pride are key features of our service to children.

Gold River Discovery Center is a culturally diverse school. Over 24 languages are listed as the primary language of our students. We are successful at providing a comfortable and efficient transition into English for our students, while encouraging them to maintain their proficiency in their primary language.

Parent volunteerism is extremely strong at GRDC. Thousands of hours of volunteerism are annually provided to the students of our school. Together, our students, staff, and families come together, committed to our permanent goal: to see every child succeed educationally as well as developing citizens of good character in our world.

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

Grade Level	Number of Students
Kindergarten	76
Grade 1	90
Grade 2	89
Grade 3	78
Grade 4	100
Grade 5	99
Grade 6	101
Grade 7	95
Grade 8	93
<b>Total Enrollment</b>	<b>821</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.5
Asian	13.4
Filipino	1.1
Hispanic or Latino	16.4
Native Hawaiian or Pacific Islander	1.1
White	59.4
Socioeconomically Disadvantaged	22.9
English Learners	10.5
Students with Disabilities	8.4
Foster Youth	0.1

**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	34	35	36	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	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 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 Grades K-5 2017: Amplify ELA/ELD Grades 6-8	Yes	0.0
Mathematics	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt - Go Math	Yes	0.0
Science	2008: Delta Education - FOSS 2008: Glencoe McGraw-Hill	Yes	0.0
History-Social Science	2007: Scott Foresman/Pearson - History - Social Science for California 2007: TCI - History Alive!	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	2016 Houghton Mifflin Harcourt - French - Bien dit! 1 2015 Pearson - Spanish - Realidades 1	Yes	

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Gold River Discovery Center is the newest elementary school in the San Juan School District. It was built in 1994 and is at capacity with 830 students. Classrooms have internet and intranet access for student and staff use. The facilities, planning and maintenance and operation departments routinely survey the needs of the school and follow up with any warranty items. 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 the summer of 2008 a new portable restroom was installed and funded through Measure J. Spring 2013, Measure J funded two new sections of fencing; one along Poker Flat Road and the other along the median of Gold Country Boulevard. The purpose of these fences is to provide a safe pedestrian path of travel for students, staff and community; particular during drop-off and pick-up times. In addition, a site-wide low voltage upgrade was completed Fall 2013 using Measure J funds. This included intercoms, fire and intrusion alarms.

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 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: 09/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/17/2018	
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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	62.0	66.0	44.0	45.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	63.0	65.0	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	567	559	98.59	65.83
Male	292	286	97.95	61.54
Female	275	273	99.27	70.33
Black or African American	16	15	93.75	60.00
American Indian or Alaska Native	--	--	--	--
Asian	66	65	98.48	72.31
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	52.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	348	343	98.56	68.51
Two or More Races	27	27	100.00	74.07
Socioeconomically Disadvantaged	142	139	97.89	53.24
English Learners	74	73	98.65	41.10
Students with Disabilities	53	49	92.45	32.65
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	567	561	98.94	65.42
Male	292	288	98.63	64.24
Female	275	273	99.27	66.67
Black or African American	16	16	100	50
American Indian or Alaska Native	--	--	--	--
Asian	66	65	98.48	75.38
Filipino	--	--	--	--
Hispanic or Latino	93	93	100	54.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	348	343	98.56	65.89
Two or More Races	27	27	100	88.89
Socioeconomically Disadvantaged	142	140	98.59	53.57
English Learners	74	74	100	41.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	53	50	94.34	28
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	22.5	34.3	28.4
7	21.3	22.3	31.9

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)

Parents and community volunteers are a key component of the school’s instructional program. Volunteers enrich the school environment by bringing with them a variety of backgrounds and talents. Parents along with staff work together to support the school site's rules and policies. Parents and community members are encouraged to volunteer in the classroom.



Volunteers are needed to serve as room parents, art and science docents, reading tutors, media center helpers, drivers for field trips, garden of learning, PTO, site council, and technology assistants. For those volunteers that cannot be at school during regular school hours, there are many other important tasks that can be completed at home.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Gold River Discovery Center at 916-867-2109.

### 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
<b>Suspensions</b>	2.5	3.1	1.6	5.7	5.8	5.8	3.7	3.7	3.5
<b>Expulsions</b>	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)

Gold River Discovery Center makes safety a top priority. The School Site Council/Safety Team last updated the comprehensive school safety plan in February 2018 after reviewing it at a public meeting in February 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 and intruder drills.

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+
<b>K</b>	26		4		28		3	1	25		3	
<b>1</b>	24		3		22	1	2		25		3	
<b>2</b>	29		3		24		3		26		4	
<b>3</b>	30		3		29		3		26		3	
<b>4</b>	33			3	33		1	2	33			3
<b>5</b>	33		1	2	34			3	33		1	2
<b>6</b>	36			24	40		19	4	42		5	18

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	0.5	804
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	7	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	6236	667	5569	\$78,594
District	N/A	N/A	5013	\$76,908
Percent Difference: School Site and District	N/A	N/A	10.5	3.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-16.6	-0.8

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
<b>Beginning Teacher Salary</b>	\$45,492	\$47,903
<b>Mid-Range Teacher Salary</b>	\$77,878	\$74,481
<b>Highest Teacher Salary</b>	\$91,856	\$98,269
<b>Average Principal Salary (Elementary)</b>	\$106,389	\$123,495
<b>Average Principal Salary (Middle)</b>	\$111,560	\$129,482
<b>Average Principal Salary (High)</b>	\$135,771	\$142,414
<b>Superintendent Salary</b>	\$268,440	\$271,429
<b>Percent of Budget for Teacher Salaries</b>	36.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	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.