

# Pasadena Avenue 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)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Pasadena Avenue Elementary School   |
| <b>Street</b>                     | 4330 Pasadena Avenue  |
| <b>City, State, Zip</b>           | Sacramento CA, 95821  |
| <b>Phone Number</b>               | (916) 971-7373  |
| <b>Principal</b>                  | Mirna Pelayo  |
| <b>E-mail Address</b>             | mpelayo@sanjuan.edu   |
| <b>Web Site</b>                   | <a href="http://www.sanjuan.edu/pasadena">http://www.sanjuan.edu/pasadena</a> |
| <b>CDS Code</b>                   | 34-67447-6034813  |

| 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 mission at Pasadena Elementary is to develop innovative thinkers to ensure all students are academically successful while becoming respectful and responsible citizens through quality, student-centered instruction within a community of trust.

#### School Profile

Pasadena Elementary is one of 41 elementary/K-8 schools in the San Juan Unified School District. Pasadena has been identified as a Title 1 school. The students attending Pasadena are diverse consisting of 39% white, 31% Hispanic/Latino, 13.12% African American, 5.83% Asian, and 11.36% other ethnicities.

Pasadena Elementary offers full day Transitional Kindergarten and Kindergarten. The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness and character education on a daily basis through its diverse literature selections and Character Counts curriculum that addresses Strategy 6 of the District Strategic Plan and the Pasadena Strategic Plan.

#### Principal's Message

I welcome you to Pasadena Elementary School and to another successful 2018-2019 school year. It is a privilege to serve as the Principal of Pasadena Elementary, a school that has earned a well-deserved reputation for high expectations, academic excellence and a positive, safe learning environment in which each and every child is able to learn and grow. Pasadena is an innovative school with a science and engineering focus.

Student success is a shared responsibility between the school staff, students and parents. Parents are a vital part of the Pasadena School Community. Your contributions are invaluable to the school through volunteer time and support of school activities. We encourage questions, comments, or concerns that arise throughout the school year. Please feel free to visit Pasadena, contact your child's classroom teacher, our office staff, and me. We hope that each and every child has a rewarding, positive, and successful experience at Pasadena Elementary School.

Sincerely,  
Mirna Pelayo  
Principal

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 71                 |
| Grade 1                 | 58                 |
| Grade 2                 | 55                 |
| Grade 3                 | 49                 |
| Grade 4                 | 58                 |
| Grade 5                 | 44                 |
| <b>Total Enrollment</b> | <b>335</b>         |

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 15.8                        |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 5.1                         |
| Filipino                            | 0.9                         |
| Hispanic or Latino                  | 28.1                        |
| Native Hawaiian or Pacific Islander | 1.5                         |
| White                               | 42.4                        |
| Socioeconomically Disadvantaged     | 83.6                        |
| English Learners                    | 25.4                        |
| Students with Disabilities          | 9.0                         |
| Foster Youth                        | 1.5                         |

## 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   | 13      | 15      | 15      | 1968     |
| Without Full Credential  | 0       | 1       | 1       | 50       |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 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/<br>Year of Adoption                | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>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<br>Science for California | Yes                              | 0.0   |

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

Site custodial staff cleans the building, along with district support for major / minor repairs. The district provides gardening and landscape services on a regular schedule. Fire/emergency drills are held, badges are required for all personnel, and all visitors must obtain a visitor's badge when on 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 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.

**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

| <b>School Facility Good Repair Status (Most Recent Year)</b><br><b>Year and month of the most recent FIT report: 08/30/2018</b> |                      |  |
|---|----------------------|--|
| <b>System Inspected</b>   | <b>Repair Status</b> | <b>Repair Needed and Action Taken or Planned</b> |
| <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                 |  |
| <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   | Good                 |  |

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

| <b>Year and month of the most recent FIT report: 08/30/2018</b> |                  |
|---|------------------|
| <b>Overall Rating</b>   | <b>Exemplary</b> |
|   |                  |

## 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 31.0  | 37.0    | 44.0     | 45.0    | 48.0    | 50.0    |
| Mathematics<br>(grades 3-8 and 11)                    | 20.0  | 29.0    | 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                        | 153              | 147           | 96.08          | 36.73                   |
| Male                                | 71               | 67            | 94.37          | 31.34                   |
| Female                              | 82               | 80            | 97.56          | 41.25                   |
| Black or African American           | 19               | 19            | 100.00         | 31.58                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 50               | 50            | 100.00         | 38.00                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 62               | 58            | 93.55          | 34.48                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 131              | 125           | 95.42          | 34.40                   |
| English Learners                    | 50               | 44            | 88.00          | 31.82                   |
| Students with Disabilities          | 16               | 16            | 100.00         | 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                        | 153              | 152           | 99.35          | 28.95                   |
| Male                                | 71               | 71            | 100            | 32.39                   |
| Female                              | 82               | 81            | 98.78          | 25.93                   |
| Black or African American           | 20               | 19            | 95             | 10.53                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 49               | 49            | 100            | 32.65                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 62               | 62            | 100            | 29.03                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 131              | 130           | 99.24          | 27.69                   |
| English Learners                    | 50               | 50            | 100            | 28                      |
| Students with Disabilities          | 16               | 16            | 100            | 0                       |
| 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           | 14.6  | 26.8                  | 36.6                 |

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)

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Parent Involvement:

Parent participation is valued at Pasadena Avenue Elementary School. The PTO and School Site Council work with the staff and community to support the rich learning environment that addresses the whole child. Parents are invited to the school for many special activities as well as monthly scheduled meetings. School activities include:

- \* Back to School BBQ Social
- \* Back to School Night
- \* Harvest Festival
- \* Classroom Presentations
- \* Family Science Nights
- \* Trimester Awards Assemblies
- \* Parent Volunteer Recognition
- \* Science assemblies
- \* English Language Learners Advisory Committee
- \* Family picnic days
- \* Site Council Meetings
- \* Classroom Volunteers and Chaperones
- \* Head Start Preschool
- \* School fund-raising events
- \* Science Based Field Trips
- \* Winter Performance
- \* Buckaroo BBQ
- \* Family skate night

Contact Information:

Parents or community members who wish to participate in school committees, school activities, or become a volunteer may contact Pasadena Avenue Elementary at (916) 971-7373. If you are interest in joining the PTO please call the office (916) 979-7373.

## 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> | 7.9     | 4.2     | 1.4     | 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)

Pasadena Avenue Elementary School makes safety a top priority. The School Site Council/Safety Team last updated the comprehensive school safety plan on 10/16/18 after reviewing it at a public meeting on 10/9/18. 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              |                   | 3     |     | 26              |                   | 3     |     | 25              |                   | 3     |     |
| <b>1</b>     | 26              |                   | 2     |     | 26              |                   | 2     |     | 27              |                   | 2     |     |
| <b>2</b>     | 29              |                   | 2     |     | 20              | 2                 |       |     | 26              |                   | 2     |     |
| <b>3</b>     | 30              |                   | 2     |     | 26              |                   | 2     |     | 26              |                   | 2     |     |
| <b>4</b>     | 32              |                   | 1     | 1   | 31              |                   | 1     |     | 34              |                   |       | 1   |
| <b>5</b>     | 24              | 1                 |       | 1   | 34              |                   |       | 2   | 34              |                   |       | 2   |
| <b>Other</b> |                 |                   |       |     | 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) |                                  | N/A   |
| Library Media Teacher (Librarian)                   |                                  | N/A   |
| Library Media Services Staff (Paraprofessional)     | .75                              | N/A   |
| Psychologist  | .30                              | N/A   |
| Social Worker                                       |                                  | N/A   |
| Nurse   | .20                              | N/A   |
| Speech/Language/Hearing Specialist                  |                                  | N/A   |
| Resource Specialist (non-teaching)                  | .80                              | N/A   |
| Other   |                                  | 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                                  | 8377                   | 1979                    | 6398               | \$61,741               |
| District                                     | N/A                    | N/A                     | \$5,013            | \$76,908               |
| Percent Difference: School Site and District | N/A                    | N/A                     | 24.3               | -20.5                  |
| State  | N/A                    | N/A                     | \$7,125            | \$80,764               |
| Percent Difference: School Site and State    | N/A                    | N/A                     | -2.7               | -24.8                  |

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.