

Twin Lakes 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	Twin Lakes Elementary School
Street	5515 Main Ave.
City, State, Zip	Orangevale CA, 95662
Phone Number	(916) 986-2243
Principal	Jennifer Lawson
E-mail Address	jennifer.lawson@sanjuan.edu
Web Site	http://www.sanjuan.edu/twinlakes
CDS Code	34-67447-6034953

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)

Principal's Message:

Twin Lakes seeks to provide a high-quality instructional program that focuses on skills that are required to be successful in college and career. Our staff is dedicated to the success of each student and differentiates instruction based on specific student need and ability. Our goal is to see students go on and participate in rigorous classes in both the middle and high school level that will translate in more opportunities later in life.

Mission Statement:

The mission of Twin Lakes Elementary, dedicated to developing creative and innovative thinkers, is to ensure all students become collaborative, confident problem solvers through a high-quality, balanced academic program, integrating fine arts and fitness, while developing compassionate life-long learners in partnership with our community.

School Profile:

Twin Lakes Elementary School is a TK-6 school with a focus on developing the whole child through academics, fine arts, and fitness in order for children to reach their full potential. We believe that children need the opportunity to express themselves in many ways: through writing, movement, music, as well as visual and performing arts. The staff at Twin Lakes is committed to teaching students the skills they will need to be successful in the twenty-first century. These "survival skills" include: critical thinking & problem solving, collaboration & leading by influence, agility & adaptability, initiative & entrepreneurial-ism, effective oral & written communication, accessing & analyzing information and curiosity & imagination. In order for students to learn these skills, they need exposure and opportunities beyond the basic academic skills. We provide these opportunities through comprehensive balanced literacy in language arts and across the curriculum and engage students in enrichment classes during, before, and after school hours. By partnering and working collaboratively with parents and community members, we can provide the best, comprehensive educational experience for all children.

SCHOOL PROGRAMS:

Technology:

We have one computer lab at Twin Lakes, which is adjacent to our library. The computer lab provides students the opportunity to access information in multiple ways. Teachers bring their classes during scheduled times and the students can complete research projects in many academic areas by using the library and internet resources. Additionally, we have 14 COW (computer on wheel) carts, one in each 2nd - 6th grade class, which allow students to access technology and online academic programs. All students are encouraged to check-out books from the library and to read at every opportunity.

Comprehensive, Balanced Literacy:

Comprehensive literacy is the focus of our school. Our approach to accomplish high-quality personalized instruction is through the gradual release of responsibility model. Through the use of interactive read-alouds, shared reading/writing, guided reading and independent reading/writing, teachers are able to assist students in their learning in a personalized way. Students are regularly assessed by teachers so that there is a clear understanding of what students know and are able to do. These skills are essential for success in college and career.

Twin Lakes also offers online programs to support students' independent reading growth. Many classes utilize the Accelerated Reader program to motivate students to read books at their independent reading level, and we also offer a school-wide license to Lexia Core 5.

Art, Music, Physical Education:

The staff at Twin Lakes believe that art, music, and physical education are just as important in a child's development as reading, writing, and math. All students in grades kindergarten through sixth grade participate in specialized programs taught by highly qualified teachers. Student's art work is displayed in the school and in the community. All children are taught appropriate developmental physical skills and the importance of nutrition. All children are taught to sing and express themselves through music and take part in class or in grade level performances. Many staff members have been trained in the Education Through Music Program, which was taught by our music teacher and other professionals.

At Twin Lakes, we believe every day is an adventure and together we can help every child develop to his/her full potential.

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	67
Grade 2	76
Grade 3	61
Grade 4	69
Grade 5	101
Grade 6	76
Total Enrollment	539

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	0.2
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0.4
White	75.1
Socioeconomically Disadvantaged	30.2
English Learners	2.8
Students with Disabilities	12.1
Foster Youth	0.2

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	21	24	27	1968
Without Full Credential	1	0	1	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 2017: Amplify ELA/ELD Grade 6	Yes	0.0
Mathematics	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt, Go Math	Yes	0.0
Science	2008: Delta Education - FOSS	Yes	0.0
History-Social Science	2007: Scott Foresman/Pearson - History - Social Science for California 2007: TCI	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Twin Lakes Elementary School is evaluated for ongoing maintenance needs on a yearly assessment. This evaluation includes roof repair or replacement, exterior painting, energy-efficient lighting, heating and cooling system condition, doors with handicapped accessible hardware, restroom restoration, electrical infrastructure ability to provide for internet, cable, telephone, new fire, intrusion, and intercom systems. Currently, there is sufficient space to house the student population. There is a site custodial staff that cleans the building along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, and irrigation system retrofit continues to be a concern. In 2005, under Measure J Bond a new gas service was installed to support future heating and air conditioning upgrades. In addition, a low voltage upgrade using Measure J funds was completed in Spring 2014; 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 October 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 two 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: 10/31/2018		
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	Poor	Raised roots impacting concrete areas.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/31/2018	
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)	49.0	53.0	44.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	40.0	47.0	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	308	307	99.68	52.77
Male	150	149	99.33	48.32
Female	158	158	100.00	56.96
Black or African American	11	11	100.00	54.55
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00	40.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	223	222	99.55	55.86
Two or More Races	20	20	100.00	40.00
Socioeconomically Disadvantaged	106	106	100.00	40.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	17	16	94.12	56.25
Students with Disabilities	40	39	97.50	20.51
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	308	307	99.68	46.91
Male	150	149	99.33	50.34
Female	158	158	100	43.67
Black or African American	11	11	100	45.45
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	42	100	26.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	223	222	99.55	53.15
Two or More Races	20	20	100	25
Socioeconomically Disadvantaged	106	106	100	34.91
English Learners	17	16	94.12	50
Students with Disabilities	40	39	97.5	17.95
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	17.0	30.0	40.0

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.

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)

Parent participation and involvement is a valued and effective component of Twin Lakes Elementary. All parents are trained and invited to join the Parent Teacher Association (PTA), volunteer to work in the classroom, and to actively support the varied PTA activities. Our volunteers logged many, many hours last year in support of our school-wide programs such as Arts and Activities, Talent Show, Carnival, Back-to-School BBQ, Book Fair, and our technology center. Elected parents serve on our School Site Council, and all parents are an active and vital part of the Twin Lakes community.

If you would like to find opportunities to be involved here at Twin Lakes, please contact our PTA president by leaving a message at (916) 986-2243.

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	4.1	2.7	4.6	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)

Twin Lakes Elementary School makes safety a top priority. The School Site Council/Safety Team last updated the comprehensive school safety plan on 2.14.2018 after reviewing it at a public meeting on 2.14.2018. 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 lockdown 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. 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	24	1	3		26		4		26		4	
1	24		2		27		2		26		2	
2	25		3		26		2		25		3	
3	31		3		26		3		24		2	
4	31		3		32		1	2	26		3	
5	33		1	1	34			2	33		1	2
6	24	1	3		25	1	1	1	27	1		2

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	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.75	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	.25	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	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	6477	964	5513	\$75,406
District	N/A	N/A	\$5,013	\$76,908
Percent Difference: School Site and District	N/A	N/A	9.5	-0.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-17.6	-4.9

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.