

CA Montessori Project-San Juan Campus

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	CA Montessori Project-San Juan Campus
Street	5330A Gibbons Dr., Ste. 700
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 971-2432
Principal	
E-mail Address	
Web Site	
Grades Served	K-8
CDS Code	34-67447-0112169

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 (Most Recent Year)

Principal's Message
Narrative (100% manual entry)

Mission Statement
School Profile

CA Montessori Project-San Juan AR/CAR Campuses is one of 43 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

During the 2008-09, _____ K-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	243
Grade 1	167
Grade 2	174
Grade 3	173
Grade 4	125
Grade 5	120
Grade 6	91
Grade 7	63
Grade 8	57
Total Enrollment	1,213

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.4
Asian	5
Filipino	1.3
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.3
White	62.4
Two or More Races	10
Socioeconomically Disadvantaged	25.4
English Learners	3.6
Students with Disabilities	11.8
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential				
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.8	1.2
All Schools in District	88.3	11.7
High-Poverty Schools in District	86.6	13.4
Low-Poverty Schools in District	97.0	3.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). 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%20Pilot%20adoption%20Schedule.pdf>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0
Mathematics		Yes	0.0
Science		Yes	0.0
History-Social Science		Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

CA Montessori Project-San Juan AR/CAR Campuses was originally constructed in 19__ and is comprised of __ classrooms, __ gyms, __ multipurpose room/cafeteria, __ library, __ staff lounge, __ computer labs, and __ playgrounds. Recent remodeling included _____. Cleaning Process: The principal works daily with the custodial staff of __ (____ full-time and __ part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$_____ for deferred maintenance program. This represents __% of the district's general fund budget. During the 2007-08 school year, the district's governing board did approve deferred maintenance projects for the school, which included _____.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/3/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/3/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	49	42	44
Mathematics	31	32	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	172	165	95.9	32	33	16	20
	4	125	124	99.2	30	22	24	24
	5	120	119	99.2	11	26	45	18
	6	87	86	98.9	17	30	40	13
	7	63	62	98.4	13	35	39	13
	8	56	55	98.2	22	31	40	7
Male	3	172	76	44.2	37	37	13	13
	4	125	72	57.6	25	21	32	22
	5	120	55	45.8	13	27	38	22
	6	87	40	46.0	25	33	38	5
	7	63	29	46.0	17	38	34	10
	8	56	27	48.2	30	30	30	11
Female	3	172	89	51.7	27	29	18	26
	4	125	52	41.6	37	23	13	27
	5	120	64	53.3	9	25	50	16
	6	87	46	52.9	11	28	41	20
	7	63	33	52.4	9	33	42	15
	8	56	28	50.0	14	32	50	4
Black or African American	3	172	2	1.2	--	--	--	--
	4	125	4	3.2	--	--	--	--
	5	120	3	2.5	--	--	--	--
	6	87	1	1.1	--	--	--	--
	7	63	5	7.9	--	--	--	--
	8	56	7	12.5	--	--	--	--
American Indian or Alaska Native	3	172	1	0.6	--	--	--	--
Asian	3	172	6	3.5	--	--	--	--
	4	125	6	4.8	--	--	--	--
	5	120	3	2.5	--	--	--	--
	6	87	4	4.6	--	--	--	--
	7	63	5	7.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	56	2	3.6	--	--	--	--
Filipino	4	125	1	0.8	--	--	--	--
	5	120	2	1.7	--	--	--	--
	6	87	3	3.4	--	--	--	--
	7	63	2	3.2	--	--	--	--
	8	56	1	1.8	--	--	--	--
Hispanic or Latino	3	172	37	21.5	41	32	16	11
	4	125	19	15.2	32	16	47	5
	5	120	20	16.7	30	20	35	15
	6	87	17	19.5	29	18	35	18
	7	63	8	12.7	--	--	--	--
	8	56	4	7.1	--	--	--	--
Native Hawaiian or Pacific Islander	7	63	1	1.6	--	--	--	--
White	3	172	104	60.5	29	32	17	22
	4	125	81	64.8	31	20	22	27
	5	120	75	62.5	7	25	48	20
	6	87	58	66.7	16	34	40	10
	7	63	37	58.7	8	38	38	16
	8	56	40	71.4	18	30	45	8
Two or More Races	3	172	15	8.7	27	53	7	13
	4	125	13	10.4	23	38	23	15
	5	120	16	13.3	13	19	50	19
	6	87	3	3.4	--	--	--	--
	7	63	4	6.3	--	--	--	--
	8	56	1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3	172	38	22.1	39	39	13	8
	4	125	36	28.8	50	22	17	11
	5	120	21	17.5	14	19	43	24
	6	87	22	25.3	41	23	27	9
	7	63	17	27.0	18	41	35	6
	8	56	12	21.4	50	17	33	0
Students with Disabilities	3	172	29	16.9	66	10	17	7
	4	125	14	11.2	50	14	36	0
	5	120	13	10.8	38	23	38	0
	6	87	16	18.4	50	38	6	6
	7	63	8	12.7	--	--	--	--
	8	56	7	12.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	172	165	95.9	39	28	24	8
	4	125	124	99.2	27	39	23	10
	5	120	119	99.2	27	42	20	11
	6	87	86	98.9	28	38	16	17
	7	63	62	98.4	37	35	21	6
	8	56	54	96.4	44	35	11	9
Male	3	172	76	44.2	34	29	29	7
	4	125	72	57.6	22	40	24	14
	5	120	55	45.8	22	38	25	15
	6	87	40	46.0	30	38	13	20
	7	63	29	46.0	28	41	17	14
	8	56	27	48.2	44	30	11	15
Female	3	172	89	51.7	43	28	20	9
	4	125	52	41.6	35	37	23	6
	5	120	64	53.3	31	45	16	8
	6	87	46	52.9	26	39	20	15
	7	63	33	52.4	45	30	24	0
	8	56	27	48.2	44	41	11	4
Black or African American	3	172	2	1.2	--	--	--	--
	4	125	4	3.2	--	--	--	--
	5	120	3	2.5	--	--	--	--
	6	87	1	1.1	--	--	--	--
	7	63	5	7.9	--	--	--	--
	8	56	7	12.5	--	--	--	--
American Indian or Alaska Native	3	172	1	0.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3	172	6	3.5	--	--	--	--
	4	125	6	4.8	--	--	--	--
	5	120	3	2.5	--	--	--	--
	6	87	4	4.6	--	--	--	--
	7	63	5	7.9	--	--	--	--
	8	56	2	3.6	--	--	--	--
Filipino	4	125	1	0.8	--	--	--	--
	5	120	2	1.7	--	--	--	--
	6	87	3	3.4	--	--	--	--
	7	63	2	3.2	--	--	--	--
	8	56	1	1.8	--	--	--	--
Hispanic or Latino	3	172	37	21.5	49	35	14	3
	4	125	19	15.2	42	37	21	0
	5	120	20	16.7	55	35	10	0
	6	87	17	19.5	35	35	18	12
	7	63	8	12.7	--	--	--	--
	8	56	4	7.1	--	--	--	--
Native Hawaiian or Pacific Islander	7	63	1	1.6	--	--	--	--
White	3	172	104	60.5	33	28	30	9
	4	125	81	64.8	27	33	27	12
	5	120	75	62.5	20	39	24	17
	6	87	58	66.7	28	41	12	19
	7	63	37	58.7	35	32	22	11
	8	56	40	71.4	43	35	13	10
Two or More Races	3	172	15	8.7	60	27	7	7
	4	125	13	10.4	23	46	15	15
	5	120	16	13.3	31	50	19	0
	6	87	3	3.4	--	--	--	--
	7	63	4	6.3	--	--	--	--
	8	56	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3	172	38	22.1	47	34	18	0
	4	125	36	28.8	53	33	14	0
	5	120	21	17.5	24	38	14	24
	6	87	22	25.3	50	27	23	0
	7	63	17	27.0	47	47	6	0
	8	56	12	21.4	75	17	8	0
Students with Disabilities	3	172	29	16.9	55	24	14	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	125	14	11.2	57	36	0	7
	5	120	13	10.8	69	31	0	0
	6	87	16	18.4	63	19	13	6
	7	63	8	12.7	--	--	--	--
	8	56	6	10.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	62	67	62	59	61	57	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	62
Male	74
Female	52
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	44
White	63
Two or More Races	75
Socioeconomically Disadvantaged	45
English Learners	--
Students with Disabilities	62
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.20	22.50	50.00
7	11.30	17.70	58.10

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

CA Montessori Project-San Juan AR/CAR Campuses greatly benefits from its supportive parents who _____. The school has a strong base of parent volunteers who _____. Parents are also welcome to join _____. The school also benefits from several community partnerships, including _____. The school also sponsors _____.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the CA Montessori Project-San Juan AR/CAR Campuses at _____.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.49	2.69	2.24	8.28	7.37	5.71	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.09	0.04	0.07	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	22	1	8		19	7	4		22	2	11	
1	9	2			19	1			20	1		
2	17	3			20	3	2		21	3	5	
3	21	3	14		21	7	9		22	2	11	
4	23		1									
5	24		2		20	3	2		21	1	1	
6	24		8		24	1	7		25		12	
Other	20	1	1		17	1						

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	4	4		15	10			19	9		
Mathematics	11	11			9	12			6	6		
Science	19	4	2		16	7			20	6		
Social Science	19	4	2		16	7			20	6		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site				
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-100.0	-100.00%
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-100.00%	-100.00%

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

Types of Services Funded (Fiscal Year 2014-15)

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>. In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs. In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$43,165
Mid-Range Teacher Salary	\$70,764	\$68,574
Highest Teacher Salary	\$83,465	\$89,146
Average Principal Salary (Elementary)	\$102,900	\$111,129
Average Principal Salary (Middle)	\$112,906	\$116,569
Average Principal Salary (High)	\$126,182	\$127,448
Superintendent Salary	\$225,000	\$234,382
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), 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 (CCSS), 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.