

# Howe Avenue Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Howe Avenue Elementary School
Street	2404 Howe Avenue
City, State, Zip	Sacramento CA, 95825
Phone Number	(916) 971-5165
Principal	Brandei Smith
Email Address	Brandei.Smith@sanjuan.edu
Website	<a href="http://www.sanjuan.edu/howe">http://www.sanjuan.edu/howe</a>
County-District-School (CDS) Code	34-67447-6034623

Entity	Contact Information
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Email Address	info@sanjuan.edu
Website	www.sanjuan.edu

## School Description and Mission Statement (School Year 2019-20)

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### MISSION STATEMENT

Valuing diversity and civic responsibility, the mission of Howe Avenue Elementary School is to inspire and educate students to become collaborative, creative, and critical thinkers, as well as responsible, caring citizens by providing an innovative, rigorous program in a culturally sensitive, safe, and nurturing environment that fosters relationships with families and the community.

### OUR GOAL

Every student without exception and without excuse will be proficient or advanced in reading, writing, and math. We are committed to creating a school that knows no limits to the academic success of each student.

### SCHOOL PROFILE

Howe Avenue Elementary is one of 41 elementary/K-8 schools in the San Juan Unified School District. The curriculum provided is aligned to the California Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

### Howe Avenue Elementary School is dedicated to creating a nurturing environment where all students will:

- Become fluent readers and develop effective comprehension and communication skills
- Understand math concepts and be able to solve mathematical problems in real life situations
- Develop citizenship skills including respect, responsibility, honesty, courage, caring, trustworthiness, and perseverance.

### Programs available at Howe Avenue Elementary School:

- School-wide Title I Program
- English Language Development Program
- Comprehensive Balanced Literacy Instruction including guided reading for students in addition to core instruction
- After-school tutoring
- McKinney Homeless Grant Services
- School Community Resource Worker to assist with linking parents to the school and their child's school experience. The main purpose of this position is to involve parents in their child's education as research shows that parental involvement improves academic achievement.
- CSUS Professional Development Site for student teacher training
- Discovery Center – Child care/enrichment program before and after school
- Children's Center – Preschool and child care for parents who are working or in training
- Building Bridges After School Program – homework assistance, recreation and enrichment
- Partnership with Assistance League to provide clothes to needy families
- Academic Conferences to track students' progress in interventions
- Student Study Team
- School-wide designated ELD instruction
- School-wide strategic/data based intervention program

- Positive Behavioral Interventions and Supports (PBIS)
- A member of No Excuses University School Network
- School-wide strategic/data based intervention program
- Counseling Center which includes Sac State Interns
- Family Nights to engage families
- Academic Parent Teacher Teams
- One to one devices in 3rd-5th Grade
- Comprehensive music program that includes Link Up , ensemble, and BOLT instruction
- Comprehensive Reading assessments for all children
- School Attendance Review Team (SART/SARB) Support
- Trimester Award Assemblies for attendance, academics and attitude
- Grade level field trips
- Character education
- Sami Circuit Program
- Widespread implementation of current technology
- Large updated classroom libraries
- Specialist for art and physical education

### **PRINCIPAL'S MESSAGE**

Dear Howe Avenue Elementary School Families,

Our teachers and staff are working very hard to make your child's educational experience a valuable one! At Howe Avenue Elementary, our staff believe that our students can achieve at the highest levels! Our staff's commitment to our students and families is: We are committed to creating a school that knows no limits to the academic success of each student.

Our ultimate goal for our school is: Every student, without exception and without excuse, will be proficient or advanced in reading, writing, and math.

We are committed in ensuring that we provide our students with the best quality first instruction and interventions to achieve our one, single goal. This year, we are continuing to focus on English language development instructional strategies to ensure that our diverse learners have access to the curriculum. We are also focused on guided reading instruction in grades K-2.

We are also fully implementing the California Common Core State Standards. To find out more information about the common core, you can visit this website: <http://www.pta.org/parents/content.cfm?ItemNumber=2583>

We have many opportunities for parent involvement, including (but not limited to) School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and Family Nights, Academic Parent Teacher Teams (APTT) Flyers and information are sent out to students regularly. Our website and Facebook will also feature these events.

We have made a lot of changes and have seen a lot of progress with our students both academically and socially in the past year! This is due to the collaborative effort of parents, students, and staff at our school! We continue to strengthen parent involvement opportunities at Howe. Teachers in Kindergarten, 1st, 4th, and 5th grades have also started Academic Parent Teacher Teams (APTT) that enhanced parent involvement at our school. We are looking forward to continuing quality programs for all stakeholders this year and the upcoming school years with the community's support and guidance!

Please feel free to call or come into the office for any questions you may have about programs and events.

Sincerely,

Brandei Smith

Principal

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	161
Grade 1	150
Grade 2	132
Grade 3	152
Grade 4	102
Grade 5	104
Total Enrollment	801

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	1
Asian	21.1
Filipino	0.5
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	1.1
White	25.8
Two or More Races	4.9
Socioeconomically Disadvantaged	95.9
English Learners	55.7
Students with Disabilities	8.1
Foster Youth	0.9
Homeless	7.9

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	40	40	1976
Without Full Credential	0	0	1	56
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	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 2019-20)

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

San Juan Unified held a public hearing on September 25, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	Yes	0.0
Mathematics	2015: Pearson - Envision Math	Yes	0.0
Science	2008: Delta Education - FOSS	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	Yes	0.0

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

Howe Avenue Elementary, originally constructed in 1951, was modernized during 1995. Currently, there is sufficient space to house the student population. A new heating and air-condition system was installed throughout the entire school, including the Children's Center, during 2000-2001. Site custodial staff clean the buildings, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. In 2009, through the Deferred Maintenance program, site roofing was replaced along with the addition of a new storm drainage system on the north side of the school. The summer of 2012 brought major improvements to the site in the form a new kindergarten playground structure and a new covered outdoor learning center adjacent to the Library. Significant improvements were made to the front of the school, both for safety and aesthetics. All interior courtyards received attention which has enhanced the ability for outdoor learning opportunities. The entire project was funded through the Measure J Bond.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2019 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 09/05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	17	14	45	46	50	50
<b>Mathematics (grades 3-8 and 11)</b>	13	13	34	35	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	352	336	95.45	4.55	14.29
<b>Male</b>	175	169	96.57	3.43	9.47
<b>Female</b>	177	167	94.35	5.65	19.16
<b>Black or African American</b>	46	45	97.83	2.17	11.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	69	61	88.41	11.59	13.11
Filipino	--	--	--	--	--
Hispanic or Latino	122	120	98.36	1.64	15.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	79	75	94.94	5.06	17.33
Two or More Races	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	347	332	95.68	4.32	14.16
English Learners	214	199	92.99	7.01	16.58
Students with Disabilities	44	44	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	27	24	88.89	11.11	20.83

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	350	338	96.57	3.43	12.72
Male	174	169	97.13	2.87	12.43
Female	176	169	96.02	3.98	13.02
Black or African American	45	44	97.78	2.22	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	69	62	89.86	10.14	19.35
Filipino	--	--	--	--	--
Hispanic or Latino	121	120	99.17	0.83	14.17
Native Hawaiian or Pacific Islander	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	79	77	97.47	2.53	14.29
Two or More Races	17	17	100.00	0.00	5.88
Socioeconomically Disadvantaged	345	333	96.52	3.48	12.61
English Learners	212	202	95.28	4.72	15.35
Students with Disabilities	44	44	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	3.85

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.1	19.2	24.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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Family Nights – Sami's Circuit, Literacy, Science  
Academic Parent Teacher Teams  
Book Fairs  
School Site Council  
ELAC meetings  
Volunteer in classroom, attend field trips  
Superintendent's Parent Advisory Committee  
School Messenger

For more information on parent involvement please contact the main office at 971-5165.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	3.1	2.6	5.4	5.8	5.8	4.9	3.6	3.5	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 2019-20)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. The Safe Schools Program has a Community Safety Specialist assigned to this school within a geographic zone that includes nearby schools. In addition, via a partnership with the Sacramento Sheriff's Department (SSD) and the Citrus Heights Police Department (CHPD), there are two uniformed deputy sheriff's and two uniformed CHPD officers assigned to patrol the school district including this school. The Deputy Sheriffs are assigned to patrol a geographic zone either on the east side of the district or the west side of the district. They are assigned specific schools within their assigned zone and respond to this school, or others, as safety needs dictate. The two CHPD Police Officers are School Resource Officers (SRO) who work identified schools within the City of Citrus Heights and respond as safety needs dictate. The two law enforcement agencies will overlap response when necessary. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. This school has a school safety team which reviews safety matters that may affect the campus. Our school safety team meets regularly to discuss safety issues, update our site emergency plan, and to take steps to be proactive in preventing various types of school-related safety issues. Community Safety Specialists and law enforcement provides speakers to address students, staff and community groups on matters of school safety. Our safety team receives training, when requested, from Safe Schools or law enforcement. This school is responsible for updating our Comprehensive School Safety Plan (CSSP) by March 1st of every year per the Education Code. As part of the update, this school meets at least once per year with a law enforcement officer to review the CSSP, has the local fire department review the CSSP and we hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district safe schools manager. Every classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by the Education Code.

## 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	6		23	2	5		29		5	1
1	25		5		26		4		26		5	
2	25		4		25		6		26		5	
3	28		3		27		4		26		5	
4	32		3	1	33		1	2	27		4	
5	29	1	1	2	27	1	1	2	34			3
Other**									14	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	801.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8103	1992	6111	\$65,627
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-23.8	-15.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.5	-22.7

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,738	\$48,612
Mid-Range Teacher Salary	\$78,229	\$74,676
Highest Teacher Salary	\$92,352	\$99,791
Average Principal Salary (Elementary)	\$112,403	\$125,830
Average Principal Salary (Middle)	\$102,014	\$131,167
Average Principal Salary (High)	\$140,548	\$144,822
Superintendent Salary	\$279,178	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			9

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.