

Harry Dewey Fundamental Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Harry Dewey Fundamental Elementary School
Street	7025 Falcon Road
City, State, Zip	Fair Oaks CA, 95628
Phone Number	(916) 867-2020
Principal	Holly Cybulski
E-mail Address	hcybulski@sanjuan.edu
CDS Code	34-67447-6034516

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Web Site	www.sanjuan.edu
Superintendent	Glynn Thompson
E-mail Address	glynn.thompson@sanjuan.edu

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Principal's Message

Welcome to Dewey Fundamental Elementary School!

We are looking forward to another exciting year filled with learning and enthusiasm!

Thank you for choosing Dewey! As the principal of Harry Dewey Fundamental Elementary School, I want to welcome you to our school. I feel privileged to have the opportunity to work with the highly qualified and dedicated staff, the wonderful students, and the supportive families.

I am thrilled at the opportunity to get to know all of you and engage in the educational process together. The elementary years are critical times of development for students and families alike, and I look forward to working with all of you to make this year successful. I am a lifelong educator who brings a firm commitment to students and families as well as a love of learning and problem solving.

Our staff is committed to working with students and their families as a team. The rigorous curriculum is directly aligned to the new California Common Core Standards. To help each child achieve his/her fullest potential, we believe in a growth model and in meeting each child where they are in their academic needs. This means that your child will receive instruction that is appropriate to their needs when they need it. This also means that our classrooms will be looking busy and kids will be learning in new and exciting ways!

Our school utilizes a Bullying Prevention Program called Olweus (OI-VEY-us). Bullying is a major problem in schools and we want to ensure that we are responding in a way that keeps all kids safe. The U.S. Department Health and Human Services estimates that between 15-25% of students are bullied regularly and the numbers continue to increase. Because of the bullying in schools and the negative effect it has on children, implementing anti-bullying programs in schools is essential. Please get involved. Olweus is a team approach that includes partnering with families at home. Going hand in hand with Olweus is our revamped Character Education program. We have partnered with Harper for Kids and are using the book Inch and Miles The Journey to Success to learn about pillars of character and personal best. We are excited to walk through this journey with our families.

Research shows that parental involvement in a child's education benefits the child. These benefits include higher levels of academic achievement, positive attitudes, and greater maturity and responsibility. Because the benefits are so solid, I urge you to take part as much as possible in the life of our school. It does take an entire village to raise a child. Please consider becoming a school volunteer. There are many areas where your help would be appreciated both at home and at school depending on how your schedule permits.

We know all of our families are looking forward to another exciting, challenging year. We look forward to working together!

Warmly,

Holly Cybulski, Principal

Mission Statement

The mission of Harry Dewey Fundamental Elementary School, created collaboratively with staff, parents, and community through site strategic planning is as follows:

Valuing community and academic excellence, the mission of Harry Dewey Fundamental Elementary School is to inspire and educate each child to be a vibrant part of a community of life-long learners who embrace stewardship of their world, and develop creative problem-solving skills and confidence through a focus on the whole child—mind, body, heart—that includes innovative instruction, strong character development and essential family participation in a safe, supportive environment.

School Profile

Harry Dewey Fundamental Elementary is one of 35 elementary schools in the San Juan Unified School District. The 558 students attending Dewey are 82% white, 13% Hispanic or Latino, 2% Asian, & 3% other ethnicities. 28 of our students are English Learners with Russian & Ukraine as the primary language. 84 of our students receive special education services and 146 of our students are socioeconomically disadvantaged. 18 of our students are identified as Gifted and Talented (GATE).

The curriculum at Dewey is aligned to California Content Standards, but is in the process of realigning to California Common Core Standards. Dewey's programs reflect the interests and needs of its community and offers many different programs to families.

School Programs

School Wide Character Education program

Through the Harper for Kids Foundation and One School One Book grant, we are utilizing the book by Coach John Wooden, Inch and Miles, the Journey to Success to guide our character education program. We are using class meetings, family nights, and rich literature among other tools to weave character education into the very foundation of our school.

Technology

Dewey has a state of the art computer lab that is kept up to date through generous funding by our very active Parent Faculty Organization. Students are expected to utilize the computer lab to research topics of interest using different forms of media and technology.

Teachers use interactive white boards and ELMO's for their instruction which enables them to create lessons that are highly engaging, provide visual support, and develop 21st Century skills students will need to be successful in their world as they grow. Dewey also has a set of 34 iPads that teachers use to develop students' technology skills and support their classroom instruction.

Sign Language

One of Dewey's gems is the Deaf and Hard of Hearing program that is housed on our site. We have students that are deaf and hard of hearing and they are mainstreamed out into our general education classrooms. This provides a very unique opportunity for all of our students to learn a different culture and language. We offer an after school club called Dewey Student Signers whose primary goal is to develop Sign Language vocabulary in our students. We also have a River Cats signing team that learns the National Anthem and performs at a River Cats baseball game once a year.

Olweus Anti Bullying Program

We are currently working toward implementing the Olweus Anti Bullying program. This program actively uses all members of our community in our crusade against bullying. While bullying is not a pervasive part of our campus, it is imperative to us that we remain vigilant and ahead of the bullying epidemic sweeping schools. This program primarily uses class meetings, extensive staff training, student learning, & parent learning to respond to bullying. This will officially kick off in January 2014.

Public Speaking

Dewey has a long tradition of developing students' public speaking skills through many different formats. We utilize oral reports, reciprocal teaching and others beginning in Kindergarten. When our students leave us, they leave with very developed public speaking skills

Awards Assemblies

Each trimester, our staff and parents recognize students at an awards ceremony. Awards include attendance, homework, academic performance, citizenship and others at the teacher's choosing.

Family Engagement

We are a family engagement school. Research shows achievement is higher for those students whose families are engaged in the educational process. We ask that families spend 12 hours in the classroom or within the school in some other capacity per trimester per child. We depend on our parents and value their time and energies that they devote to our school and our students. We truly believe that our school is a partnership with the homes.

Band

We offer two bands for our students. One is a beginning band and the other is a more advanced jazz band. Students perform at school concerts in addition to their practice times at school. Research shows that students involved in music and fine arts stay in school longer and tend to do better than students not engaged in the fine arts.

School Site Council (SSC)

The School Site Council is the parent voice in school governance. The SSC function and requirements are mandated by the state. It is composed of equal parts: parents, teachers and the school principal. School improvement decisions are made through the School Site Council. The SSC reviews test scores, provides ongoing analysis of educational programs, monitors the budget, and helps to develop our school vision and mission. Members are elected for a two year term.

Family Nights

Family nights are held at many different times during the school year. Some are purely fun-based while others are science or math based. These programs allow our school to come together in a large setting to learn and play together. Some of our traditional evenings include Fall Festival, Santa's Night, Science Night, & Ceramics Night.

Strategic Planning

Dewey staff and parents completed our strategic planning process in Spring of 2012. Our goals are to align ourselves more fully with our district strategic plan and to create a cohesive set of goals and actions to guide us to where we want to be. Because of this process we have tightened our focus and created a map that mirrors our strategic plan.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent involvement is an essential component of the Dewey Fundamental School philosophy. We have a large group of very able and willing volunteers that enable us to offer a core enriched program and ease the burden of a very hard working staff. We believe that by working together we can provide the best education for our children. Please contact Beverly Bair at 867-2020 for ways to get involved.

Areas of opportunity for parents to volunteer include but are not limited to:

- Tiger Tale staff
- Library assistant
- Room parents
- Classroom helpers, including correcting papers or getting projects ready at home
- Computer lab assistants
- Bake sales
- PFO board members, committees, fund-raisers, activities
- Fall festival/carnival helpers
- Fund-raiser committee members
- School Site Council members
- Noon Duty supervision
- Field trip organizer/chaperones

In addition, annual philanthropic projects provide a wide variety of opportunities for involvement. Our community services include but are not limited to: a fall clothing drive, a holiday canned food drive and "Give-Up-A-Gift" program for Leukemia patients.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71	69	63	55	57	54	54	56	55
Mathematics	81	77	68	49	50	47	49	50	50
Science	83	77	75	58	60	59	57	60	59
History-Social Science	N/A	N/A	N/A	47	49	48	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	N/A
All Student at the School	63	68	75	N/A
Male	59	73	84	N/A
Female	67	64	68	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	46	41		N/A
Native Hawaiian/Pacific Islander				N/A
White	66	72	80	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	50	55	40	N/A
English Learners	23	46		N/A
Students with Disabilities	28	33	45	N/A
Students Receiving Migrant Education Services				N/A

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.8	22.1	54.4

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	8	8	8
Similar Schools	3	5	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	17	-12	-40
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	13	-5	-37
Two or More Races			
Socioeconomically Disadvantaged	11	20	-45
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	361	824	31,552	782	4,655,989	790
Black or African American	5		2,195	672	296,463	708
American Indian or Alaska Native	5		411	762	30,394	743
Asian	9		1,727	886	406,527	906
Filipino	3		478	832	121,054	867
Hispanic or Latino	41	750	6,061	704	2,438,951	744
Native Hawaiian/Pacific Islander	0		290	727	25,351	774
White	297	835	19,816	808	1,200,127	853
Two or More Races	1		574	762	125,025	824
Socioeconomically Disadvantaged	107	753	14,726	712	2,774,640	743
English Learners	18	775	3,828	653	1,482,316	721
Students with Disabilities	63	596	3,874	592	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	Yes
Met Participation Rate: Mathematics	No	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	18
Percent of Schools Currently in Program Improvement	---	94.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	71
Grade 1	101
Grade 2	86
Grade 3	79
Grade 4	82
Grade 5	69
Grade 6	63
Total Enrollment	551

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8	White	79.7
American Indian or Alaska Native	1.1	Two or More Races	1.5
Asian	2.5	Socioeconomically Disadvantaged	27.9
Filipino	1.1	English Learners	7.1
Hispanic or Latino	12.3	Students with Disabilities	16.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.5	4	0	0	27.7	0	3	0	18	2	2	
1	20	3	1	0	22	2	3	0	20	2	3	
2	21.3	3	0	0	22.8	1	3	0	17	2	3	
3	22	2	1	0	32	0	2	0	20	2	2	
4	33.5	0	0	2	25	1	0	2	21	2	2	
5	33.5	0	0	2	33	0	0	2	23	1	1	1
6	34	0	0	1	32	0	1	1	16	2	2	
Other												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. Our safety plan is reviewed and updated each year by staff and the school site council (SSC). SSC reviewed and updated the safety plan in May of 2013. Staff reviewed and updated the safety plan in August of 2013.

Dewey's evacuation locations are Albert Schweitzer Elementary School or Will Rogers Middle School. Fire drills occur monthly and we do Lockdown and Shelter in Place every 6 weeks. Dewey's is utilizing a Bully Prevention program called Olweus Anti Bully program. This uses a proactive approach to teach students about bullying and what to do when they see it. Teachers use class meetings to address these and many other safety topics on a weekly basis.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	1.0	0.9	1.6	16.45	19.4	13.2
Expulsions	0.0	0.0	0.0	0.19	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Dewey Elementary School, originally constructed in 1956, was modernized during the 1995-1996 school year. The scope included: roof/repair or replacement, interior and exterior painting, new lighting, selected window system replacement, energy-efficient heating and upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, throughout the school. Currently, there is sufficient space to house the student population. 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. During the summer of 2008 the parking lot and hard court areas were overlaid and a new parking area was added funded through the Measure J bond. In 2008 the site received a complete HVAC installation and in 2009 the student restroom facilities were updated, both projects funded by Measure J.

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 April 2013 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14)				
Year and month in which data were collected: 04/29/2013				
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 Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	22	22	22	1740
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District		

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 24, 2013

San Juan Unified held a public hearing on September 24, 2013 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 2013 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/departments.cfm?subpage=125110>.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002: Houghton Mifflin- Legacy of Literature 2009: Scholastic, Inc.- Read 180 2007: Pro-Ed, Inc - Reading Milestones 3rd Edition	Yes	0.0
Mathematics	2001: Houghton Mifflin/Harcourt - California Mathematics	Yes	0.0
Science	2008: Delta Education - FOSS 2008: Glencoe/McGraw Hill - Focus on Earth	Yes	0.0
History-Social Science	2006: Teacher's Curriculum Institute (TCI) - History Alive 2007: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,928	\$2,068	\$3,860	70,123
District	---	---	\$5,013	\$71,297
Percent Difference: School Site and District	---	---	-23.0	0.64%
State	---	---	\$5,537	\$69,704
Percent Difference: School Site and State	---	---	-18.24%	1.87%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a 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>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$41,462
Mid-Range Teacher Salary	\$70,764	\$66,133
Highest Teacher Salary	\$83,464	\$85,735
Average Principal Salary (Elementary)	\$104,439	\$107,206
Average Principal Salary (Middle)	\$110,111	\$111,641
Average Principal Salary (High)	\$126,647	\$122,628
Superintendent Salary	\$225,000	\$225,176
Percent of Budget for Teacher Salaries	40.7%	38.3%
Percent of Budget for Administrative Salaries	6.6%	5.1%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 with its major initiatives such as Writing Workshop, Bookshop, Disciplinary Literacy, Balanced Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, and Critical Literacy. Many voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, 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 District Theory of Action. 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 PAR/BTSA teachers.

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.