

Earl LeGette Elementary School

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	Earl LeGette Elementary School
Street	4623 Kenneth Avenue
City, State, Zip	Fair Oaks CA, 95628
Phone Number	(916) 867-2054
Principal	Greg Barge
E-mail Address	gbarge@sanjuan.edu
Web Site	https://www.sanjuan.edu/legette
Grades Served	K-6
CDS Code	34-67447-6034672

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)

The mission of Earl LeGette Elementary School, created collaboratively with staff, parents and community through site strategic planning in 2012-2013 is as follows:

A collaborative, nurturing community, Earl LeGette TK-6 Elementary School inspires, challenges, and educates each student to excel in a dynamic world through an innovative and engaging environment that fosters creativity, develops character, ensures critical thinking, and ignites a life-long passion for learning.

School Profile:

Earl LeGette Elementary is a community based school set in a quiet neighborhood of Fair Oaks, a suburb of Sacramento, where students are able to walk, ride bicycles, or carpool as a means of getting to and from school. It is one of 42 elementary schools in the San Juan Unified School District. Of the 589 students attending Earl LeGette, 80.0% are white, 11.0% are Hispanic/Latino, 4.2% Asian/Asian American, 3.4% African-American and 1.4% other ethnicity, a limited diversity within the school. There are 36 students, or 9.3%, who are learning the English language, speaking one of 12 different home languages. Of the 12 different languages spoken in these homes, Spanish is the most common with 36.1% or 13 students, seconded by Russian with 19.4%, or 7 students. The socioeconomically disadvantaged population, though a minority of our families, is growing. Currently, 26.4 % of students are socioeconomically disadvantaged.

The curriculum provided is aligned to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and culturally sensitive and diverse activities within and outside of the curriculum. The interests and needs of the Earl LeGette students and surrounding community are reflected in programs, activities, field trips, enrichment, assemblies, and core curriculum.

Our school program includes, but is not limited to, the following components:

- Transitional Kindergarten (TK)
- Half Day Kindergarten
- Involved parents who chaperone field trips, volunteer and tutor in classrooms, and assist teachers in clerical tasks
- Active PTA that sponsors and promotes numerous activities such as Back to School Picnic, Fall Carnival and Pancake Breakfast
- Discovery Club (before and after school child care and enrichment program)
- Classes for special needs students from across the district
- Student Council
- Before school band program
- Choir Program
- Specialists for Art, Music, and Physical Education
- Positive incentive coupons
- Art Docents
- Scholastic Book Fair
- Author Day
- Open House with Art and Science focus
- Grade Level Field Trips
- School Garden
- After School Enrichment Program

Principal's Message:

Earl LeGette School truly provides a unique and powerful educational experience for children, from the safety of our campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of our school contribute to providing students with the skills needed to be successful learners. This particular school year is one that is focusing on improving the learning of all students using the Common Core State Standards with a focus on English Language Arts.

The Common Core State Standards will prepare students to be college and career ready for the 21st century. This school year as we delve deeper into English Language Arts (ELA), teachers in grades TK through 6 will be teaching students to think in higher level thinking skills as they analyze, synthesize, and evaluate stories, books and writings. The format for this teaching strategy is Critical Literacy.

Critical Literacy focuses on students thinking deeper about a story or book, asking questions about what students think of characters, story line, and plot, while looking for concepts and themes. Literal understanding is discussed, what they are thinking as they are reading, and what concepts are generated. Students then take the understanding they developed and write about it, sharing what he/she is thinking about in various sections of the story. By writing about the story, new ideas are generated.

Writer's Workshop is another ELA strategy being utilized in classrooms as teachers lead students in their writing. Teachers model how to choose a topic, how to sketch it, and how to write about it. Students are then led to independence in their writing as they apply those skills that were modeled. If students say it, they can write it. If they can write it, they can read it.

Student ability will be measured in a new manner beginning next school year. Here at LeGette there are 108 Chrome Books with which students in grades 3-6 will be administered an online assessment three times a year---MAP, Measures of Academic Progress. These will allow teachers to understand what students know and what they still need to learn while giving students the practice in using the Chrome Books for the online assessments. Students will be taking State assessments in a similar manner through Smarter Balanced Assessments.

Parent support and involvement are our greatest assets and continue to be great contributors to the educational success of our students. This support is given, recognized, and appreciated in many different ways. Some parents help plan the programs and policies, while others serve as classroom volunteers, plan family activities or work as Art Docents. Parents also support student success by providing space, time and encouragement for daily homework and by sending a clear message that education and regular school attendance are important to the family.

The safety of our students is the school's first priority and the behavior policy is strictly enforced. We emphasize cooperation and respectful and responsible behavior, which leads to the safety of all of our LeGette family members. All adults visiting the campus are required to check in through the school office. The atmosphere of LeGette School allows our students to feel comfortable and secure.

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	79
Grade 2	82
Grade 3	67
Grade 4	102
Grade 5	105
Grade 6	96
Total Enrollment	614

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	0.3
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	1.5
White	77.9
Two or More Races	3.4
Socioeconomically Disadvantaged	25.9
English Learners	6
Students with Disabilities	12.5

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	23	22	24	1840
Without Full Credential	0	0	1	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	46

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 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	100.0	0.0
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	2003: Houghton Mifflin- Legacy of Literature 2003 Pearson: Timeless Voices, Timeless Themes	Yes	0.0
Mathematics	2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math 2015 Houghton Mifflin Harcourt: Go Math	Yes	0.0
Science	2007: Delta Education - FOSS 2007: Glencoe/McGraw Hill - Focus on Earth 2008 Glencoe/McGraw Hill - Focus on Earth/Life/Physical Science 2008 Pearson: Biology	Yes	0.0
History-Social Science	2005: Teacher's Curriculum Institute (TCI) - History Alive 2006: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

LeGette Elementary School, constructed in 1957, was modernized during the 1997-1998 school year. The scope included roof/repair or replacement, interior, and exterior painting, window system replacement, energy efficient lighting was added, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, new fire, intrusion, and intercom system, throughout the school. Window air-conditioning units were added to the classrooms. 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. In 2006, under the Measure J Bond, a new heating and air conditioning system was installed along with new gas lines and an Energy Management System. Field repair, driveway resurfacing, and irrigation system retrofit continue to be a concern. In the summer of 2008, the parking lot was redesigned and overlaid including ADA and safe route work 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 November 2015 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/24/2015				
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: 11/24/2015				
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	39	42	44
Mathematics	43	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	68	66	97.1	29	35	21	14
	4	102	100	98.0	43	19	26	12
	5	102	102	100.0	31	25	33	10
	6	94	92	97.9	27	33	25	15
Male	3	68	33	48.5	36	30	24	6
	4	102	48	47.1	56	13	19	13
	5	102	67	65.7	36	24	31	9
	6	94	50	53.2	28	34	22	16
Female	3	68	33	48.5	21	39	18	21
	4	102	52	51.0	31	25	33	12
	5	102	35	34.3	23	29	37	11
	6	94	42	44.7	26	31	29	14
Black or African American	3	68	3	4.4	--	--	--	--
	4	102	5	4.9	--	--	--	--
	5	102	4	3.9	--	--	--	--
	6	94	3	3.2	--	--	--	--
American Indian or Alaska Native	3	68	1	1.5	--	--	--	--
Asian	3	68	2	2.9	--	--	--	--
	4	102	4	3.9	--	--	--	--
	5	102	2	2.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
Filipino	3	68	1	1.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	102	1	1.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
Hispanic or Latino	3	68	5	7.4	--	--	--	--
	4	102	14	13.7	71	14	14	0
	5	102	11	10.8	55	27	9	9
	6	94	12	12.8	50	33	8	8
Native Hawaiian or Pacific Islander	3	68	1	1.5	--	--	--	--
	4	102	2	2.0	--	--	--	--
	5	102	2	2.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
White	3	68	52	76.5	27	37	21	13
	4	102	73	71.6	38	16	33	12
	5	102	81	79.4	30	25	35	11
	6	94	73	77.7	23	33	27	16
Two or More Races	3	68	1	1.5	--	--	--	--
	4	102	1	1.0	--	--	--	--
	5	102	2	2.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	68	17	25.0	29	41	18	12
	4	102	33	32.4	61	24	6	9
	5	102	23	22.5	61	13	22	4
	6	94	24	25.5	54	25	17	4
Students with Disabilities	3	68	10	14.7	--	--	--	--
	4	102	14	13.7	93	7	0	0
	5	102	19	18.6	63	21	16	0
	6	94	9	9.6	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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	68	66	97.1	24	26	35	15
	4	102	101	99.0	26	40	26	9
	5	102	102	100.0	25	27	24	25
	6	94	92	97.9	23	36	21	21
Male	3	68	33	48.5	30	27	24	18
	4	102	48	47.1	31	35	23	10
	5	102	67	65.7	24	24	24	28
	6	94	50	53.2	28	28	18	26
Female	3	68	33	48.5	18	24	45	12
	4	102	53	52.0	21	43	28	8
	5	102	35	34.3	26	34	23	17
	6	94	42	44.7	17	45	24	14
Black or African American	3	68	3	4.4	--	--	--	--
	4	102	5	4.9	--	--	--	--
	5	102	4	3.9	--	--	--	--
	6	94	3	3.2	--	--	--	--
American Indian or Alaska Native	3	68	1	1.5	--	--	--	--
Asian	3	68	2	2.9	--	--	--	--
	4	102	4	3.9	--	--	--	--
	5	102	2	2.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
Filipino	3	68	1	1.5	--	--	--	--
	4	102	1	1.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
Hispanic or Latino	3	68	5	7.4	--	--	--	--
	4	102	14	13.7	57	29	14	0
	5	102	11	10.8	73	9	18	0
	6	94	12	12.8	33	50	8	8
Native Hawaiian or Pacific Islander	3	68	1	1.5	--	--	--	--
	4	102	2	2.0	--	--	--	--
	5	102	2	2.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
White	3	68	52	76.5	25	25	37	13
	4	102	74	72.5	20	42	26	12
	5	102	81	79.4	19	31	22	28
	6	94	73	77.7	21	34	23	22

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3	68	1	1.5	--	--	--	--
	4	102	1	1.0	--	--	--	--
	5	102	2	2.0	--	--	--	--
	6	94	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	68	17	25.0	35	35	12	18
	4	102	33	32.4	36	48	12	3
	5	102	23	22.5	61	17	9	13
	6	94	24	25.5	42	50	8	0
Students with Disabilities	3	68	10	14.7	--	--	--	--
	4	102	14	13.7	79	21	0	0
	5	102	19	18.6	53	32	16	0
	6	94	9	9.6	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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)	60	63	66	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	66
Male	64
Female	69
Black or African American	--
Asian	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	69
Two or More Races	--
Socioeconomically Disadvantaged	66
English Learners	--
Students with Disabilities	44
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	23.30	35.00	22.30

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)

The LeGette parent community is an integral partner in the school's mission. A very active Parent-Teacher Association (PTA), School Site Council, English Language Advisory Committee, and Site Safety Team help to formulate the school policies and programs. Parents are also very active in the classroom as volunteers, tutors, field trip drivers, and room parents. Many of our parents are involved in the following activities: Superintendent's Parent Advisory Committee (SPAC), After-School Enrichment Program, Art Docent, Library Committee, Box Tops for Education, Kids are Worth It Campaign, School Carnival, Pancake Breakfast, and the Beautification Committee. We are pleased that we have a large number of parents who are directly involved in supporting the instructional and enrichment programs at LeGette. Back to School Night in the fall, Open House in the spring, and Parent Conferences twice each year allow parents to view our learning environment. We invite every parent and grandparent to volunteer in classrooms or become involved by attending or joining PTA or School Site Council.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school secretary at (916) 867-2054.

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	0.95	1.07	0.46	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 or CHPD officer. The Deputy Sheriffs are assigned to a specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. 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, update their site emergency plans, 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 Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan by March 1st of every year. The plan must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan 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 meets or exceeds the Education Code requirements for fire drills and lock down drills.

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	31		2		38		2	1	42		1	1
1	31		1		31		2		31		2	
2	29		3		31		2		30		3	
3	27	1	3		27	1	3		25	1	2	
4	32		2	1	32		3		32		1	2
5	34			2	33			3	32		1	2
6	27	1	3		34			2	31		3	
Other	31		1		17	1			17	1		

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

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse	1.20	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1.5	N/A
Other	10	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	4832	663	4169	
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-16.8	
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A		

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 ELA 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.