

Harry Dewey Fundamental 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	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
Web Site	http://www.sanjuan.edu/dewey
Grades Served	K-6
CDS Code	34-67447-6034516

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

School Description and Mission Statement (Most Recent Year)

Principal's Message

Welcome to Dewey!

Here at Dewey we believe very strongly in our mission of doing more than just educating the mind. We believe in helping to create citizens of the world by focusing on the whole child. Our school wide work continues using the new standards in reading, writing, and math. You'll notice our kids' education looks very different than ours did! The process is now just as important as the product. We want to know how students arrived at the final product and the thinking that went into the process. You're going to be seeing students discussing, debating and eventually coming to consensus over topics and then support that consensus with their thinking. This is what the world asks of all of us – we're preparing our students now.

We need you! We firmly believe that it takes a village to raise a child and we need you on board to ensure success! You are what separates us into the category of great schools! We do ask that our families pitch in to volunteer time and talent! Please touch base with your teachers to find out how you can help and please join our PFO. For \$10 you support and promote a non profit that works tirelessly on behalf of all of you to support our students and teachers. Every single penny stays here at Dewey and directly supports our many programs and the extra things we do for our children. Last year we had 375 memberships; I'd love to see us reach 450! Remember that purchasing supplies can also earn you hours.

As always, remember our school is nestled into a wonderful little neighborhood and these neighbors take great care of us. They call the police when they see or hear vandals and are great about helping to keep an eye on our kids. Please help us be good neighbors and be aware when you're driving through the neighborhood; keep your speed to under 20 and when you're pulling up in line, watch the driveways to be sure you don't accidentally park in front of one. We know that nobody intentionally blocks or is disrespectful in the neighborhood, so please be aware and remember we're sharing the roads and area. If you are using the front pick up area, please have a sign in your windshield with your student's name(s) so we can expedite the pick up line. Also, please ensure you hang up your phone before you enter our parking lot. Keeping students and staff safe is our number 1 priority. Please help us be good role models for what we'd like to see in our children.

The Tiger Tale will continue to come to your email boxes on Mondays. If you need help signing up for the Tiger Tale, please call Taryn in the office to help you get that information. We are also on Facebook! Check us out at Harry Dewey Fundamental Elementary. Our goal is for every child to thrive as a capable and confident student. All of our children are special and we absolutely adore seeing them grow and learn every day.

See you around campus!

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 42 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.

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	92
Grade 2	68
Grade 3	90
Grade 4	97
Grade 5	69
Grade 6	66
Total Enrollment	550

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.4
Asian	2
Filipino	1.3
Hispanic or Latino	11.3
White	80.4
Two or More Races	2.4
Socioeconomically Disadvantaged	28.9
English Learners	6.2
Students with Disabilities	13.6

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	22	22	25	1840
Without Full Credential	0	0	0	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)

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 December 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: 12/1/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/1/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	49	42	44
Mathematics	47	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	92	86	93.5	24	19	28	29
	4	95	92	96.8	32	16	29	22
	5	72	70	97.2	31	30	17	21
	6	65	65	100.0	20	34	35	11
Male	3	92	37	40.2	30	24	27	19
	4	95	43	45.3	37	23	33	7
	5	72	34	47.2	38	26	15	21
	6	65	32	49.2	28	34	31	6
Female	3	92	49	53.3	20	14	29	37
	4	95	49	51.6	27	10	27	35
	5	72	36	50.0	25	33	19	22
	6	65	33	50.8	12	33	39	15
Black or African American	3	92	3	3.3	--	--	--	--
	4	95	3	3.2	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	65	1	1.5	--	--	--	--
American Indian or Alaska Native	4	95	1	1.1	--	--	--	--
	6	65	1	1.5	--	--	--	--
Asian	3	92	1	1.1	--	--	--	--
	4	95	2	2.1	--	--	--	--
	5	72	2	2.8	--	--	--	--
	6	65	1	1.5	--	--	--	--
Filipino	3	92	2	2.2	--	--	--	--
	4	95	1	1.1	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	65	2	3.1	--	--	--	--
Hispanic or Latino	3	92	12	13.0	25	8	17	50
	4	95	7	7.4	--	--	--	--
	5	72	5	6.9	--	--	--	--
	6	65	9	13.8	--	--	--	--
White	3	92	68	73.9	24	21	28	28
	4	95	78	82.1	29	13	33	23
	5	72	60	83.3	30	32	18	20
	6	65	51	78.5	18	33	35	14
Two or More Races	5	72	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3	92	23	25.0	43	26	9	22

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	95	27	28.4	56	11	22	7
	5	72	22	30.6	41	32	18	9
	6	65	18	27.7	33	11	44	11
Students with Disabilities	3	92	13	14.1	77	15	8	0
	4	95	13	13.7	92	8	0	0
	5	72	12	16.7	83	8	8	0
	6	65	6	9.2	--	--	--	--
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	92	87	94.6	17	17	41	24
	4	95	92	96.8	22	37	33	9
	5	72	71	98.6	39	32	18	10
	6	65	65	100.0	23	25	34	18
Male	3	92	37	40.2	14	27	35	24
	4	95	43	45.3	26	35	33	7
	5	72	35	48.6	31	31	23	14
	6	65	32	49.2	22	28	38	13
Female	3	92	50	54.3	20	10	46	24
	4	95	49	51.6	18	39	33	10
	5	72	36	50.0	47	33	14	6
	6	65	33	50.8	24	21	30	24
Black or African American	3	92	3	3.3	--	--	--	--
	4	95	3	3.2	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	65	1	1.5	--	--	--	--
American Indian or Alaska Native	4	95	1	1.1	--	--	--	--
	6	65	1	1.5	--	--	--	--
Asian	3	92	1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	95	2	2.1	--	--	--	--
	5	72	3	4.2	--	--	--	--
	6	65	1	1.5	--	--	--	--
Filipino	3	92	2	2.2	--	--	--	--
	4	95	1	1.1	--	--	--	--
	5	72	1	1.4	--	--	--	--
	6	65	2	3.1	--	--	--	--
Hispanic or Latino	3	92	12	13.0	25	17	17	42
	4	95	7	7.4	--	--	--	--
	5	72	5	6.9	--	--	--	--
	6	65	9	13.8	--	--	--	--
White	3	92	69	75.0	16	19	45	20
	4	95	78	82.1	19	40	32	9
	5	72	60	83.3	35	35	22	8
	6	65	51	78.5	22	24	33	22
Two or More Races	5	72	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3	92	23	25.0	30	35	22	13
	4	95	27	28.4	41	48	4	7
	5	72	22	30.6	50	32	18	0
	6	65	18	27.7	33	17	33	17
Students with Disabilities	3	92	13	14.1	69	31	0	0
	4	95	13	13.7	69	31	0	0
	5	72	12	16.7	75	17	8	0
	6	65	6	9.2	--	--	--	--
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)	75	77	70	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	70
Male	67
Female	72
Asian	--
Filipino	--
Hispanic or Latino	--
White	70
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	77
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	15.70	18.60	50.00

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)

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 Taryn Dyke at 867-2020 for ways to get involved.

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

- Library assistant

- Room parents
- Classroom helpers, including correcting papers or getting projects ready at home
- Computer lab assistants
- Bake sales
- Parent Faculty Organization (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, “Give-Up-A-Gift” for underprivileged kids at Christmas, and Pennies for Patients program for childhood leukemia patients.

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	1.03	0.52	1.23	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. 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 2014. Staff reviewed and updated the safety plan in August of 2015.

Dewey’s evacuation locations are Albert Schweitzer Elementary School or Will Rogers Middle School. Fire drills occur monthly and we do lock-down and shelter in place every 6 weeks. Dewey 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.

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	21	2	2		23	1	3		21	2	2	
1	30		2		30		2		27		3	
2	28		3		30		3		31		2	
3	22	1	2		31		3		29		3	
4	31		3		34			2	32		3	
5	34			1	34			2	23	1		2
6	30		2		34			2	23	1	1	1
Other	24	1	1	1	8	3			6	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)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5746	1715	4031	70,123
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-19.6	-1.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-18.24%	1.87%

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

Types of Services Funded (Fiscal Year 2014-15)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>. In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs. In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

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

Professional Development (Most Recent Three Years)

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

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards (CCSS), teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.