

Lichen K-8 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	Lichen K-8 School
Street	8319 Lichen Drive
City, State, Zip	Citrus Heights CA, 95621
Phone Number	(916) 971-5237
Principal	Kirk Bebout
E-mail Address	kbebout@sanjuan.edu
Web Site	www.sanjuan.edu/lichen
Grades Served	K-8
CDS Code	34-67447-6034680

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

Lichen K-8 School serves kindergarten through eighth grade students. Lichen also has two preschool programs on campus. We partner with the Bridges After School office to provide an after school recreation program that supports positive social development and assistance with homework at no cost to our families.

Lichen partners with the Sunrise Parks and Recreation District to provide organized sports programs after school for boys and girls. We have an active PTA that supports our school programs and has been instrumental in converting our campus to wireless internet access. The PTA helps to fund classroom field trips, student awards assemblies, our school store, family nights, and technology purchases. They are currently raising money for a school beautification project.

Lichen has an early/late reading program in first, second and third grades and a leveled reading program during a portion of the school day for students in fourth through sixth grades. Sixth, seventh, and eighth grade students have a period of intervention in both math and reading during students' elective period for those students who need support in these areas. Embedded in the fifth through eighth grade curriculum are AVID strategies which help to prepare students for college with organization and study skills.

Our goal is to develop confident learners who are ready with the skills they need for high school and beyond.

Mission Statement

In partnership with our diverse community, the mission of Lichen K-8, a collaborative neighborhood school of excellence, is to inspire and engage all students to succeed in an ever-changing world through positive character trait development and innovative student-centered academic rigor embedded with technology and enriched by the arts.

School Profile

Lichen K-8 is one of eight K-8 schools in the San Juan Unified School District. The 600 students attending Lichen are 57.2% white, 30.9% Hispanic/Latino, 2.8% Asian/Asian American, and 3.6% other ethnicities. Lichen allocates resources to support the diverse needs of our students including our 66.4% socioeconomically disadvantaged and 21.7% English learners. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. The curriculum provided is aligned to the California Content Standards.

SJUSD K-8 Philosophy: The K-8 schools in the San Juan Unified School District will provide an alternative to the middle school environment for parents and students. The school staff and the community work collaboratively to allocate the resources and plan programs to the advantage of all students. All students receive instruction in their grade level academic standards as well as experience enriching activities that take them beyond the academic core. There are high expectations academically, and student responsibility is stressed. In a stable community setting, teachers follow the development of children from kindergarten through the beginning years of adolescence in the seventh and eighth grades. Parents are an integral aspect of the school setting providing assistance in the classroom and with school-wide programs. The entire staff strives to give middle level students the opportunities to develop leadership roles in a smaller, more familiar setting. Younger students benefit in their academic and social development from these positive role models. The school also provides opportunities for social development by providing activities that are age appropriate.

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

Grade Level	Number of Students
Kindergarten	76
Grade 1	76
Grade 2	74
Grade 3	62
Grade 4	65
Grade 5	60
Grade 6	64
Grade 7	61
Grade 8	55
Total Enrollment	593

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1
Asian	2.9
Filipino	0.7
Hispanic or Latino	34.2
Native Hawaiian or Pacific Islander	0.8
White	53.8
Two or More Races	3.7
Socioeconomically Disadvantaged	70
English Learners	19.9
Students with Disabilities	10.1
Foster Youth	1.5

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	24	27	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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

Lichen K-8 School, constructed in 1962, was modernized during the 1999-2000 school year. A new wing was added to the school in 2003 which replaced 8 portable rooms. In 2009 a new turn around area for student drop-off and pick-up and resurfacing of our current parking lot was completed. Security cameras were added to the outside of the campus and all rooms include internet access. The school was painted in 2009 through Deferred Maintenance funding. Currently, there are enough classrooms to house the student population. Site custodial staff keep our buildings clean and safe. The district provides gardening and landscape maintenance as well as personnel to keep electrical plumbing, heating and air conditioning systems maintained and functioning. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. All restrooms site-wide were reconfigured and renovated in Fall 2013 using Measure J funds. This included all plumbing, fixtures, partitions, floors, walls, path of travel and upgrades to meet ADA requirements. Lichen will have sufficient space to house the student population. There is a site custodial staff that cleans the building, 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.

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 August 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: 08/25/2015				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/25/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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: 08/25/2015				
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	30	42	44
Mathematics	18	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	62	62	100.0	34	40	18	8
	4	64	64	100.0	34	30	20	16
	5	64	62	96.9	50	31	16	3
	6	67	66	98.5	32	35	27	6
	7	62	59	95.2	53	19	25	2
	8	61	59	96.7	20	39	41	0
Male	3	62	33	53.2	33	42	15	9
	4	64	32	50.0	34	31	25	9
	5	64	36	56.3	61	28	6	6
	6	67	35	52.2	40	34	20	6
	7	62	27	43.5	67	19	15	0
	8	61	37	60.7	24	43	32	0
Female	3	62	29	46.8	34	38	21	7
	4	64	32	50.0	34	28	16	22
	5	64	26	40.6	35	35	31	0
	6	67	31	46.3	23	35	35	6
	7	62	32	51.6	41	19	34	3
	8	61	22	36.1	14	32	55	0
Black or African American	3	62	3	4.8	--	--	--	--
	5	64	5	7.8	--	--	--	--
	6	67	3	4.5	--	--	--	--
	7	62	2	3.2	--	--	--	--
	8	61	3	4.9	--	--	--	--
American Indian or Alaska Native	3	62	1	1.6	--	--	--	--
	5	64	1	1.6	--	--	--	--
	8	61	1	1.6	--	--	--	--
Asian	3	62	1	1.6	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	64	1	1.6	--	--	--	--
	6	67	4	6.0	--	--	--	--
	7	62	1	1.6	--	--	--	--
	8	61	2	3.3	--	--	--	--
Filipino	3	62	1	1.6	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	64	1	1.6	--	--	--	--
	6	67	1	1.5	--	--	--	--
	7	62	1	1.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	61	1	1.6	--	--	--	--
Hispanic or Latino	3	62	25	40.3	40	48	12	0
	4	64	20	31.3	45	30	10	15
	5	64	21	32.8	57	24	19	0
	6	67	20	29.9	50	30	20	0
	7	62	22	35.5	59	5	27	5
	8	61	17	27.9	18	53	29	0
Native Hawaiian or Pacific Islander	5	64	1	1.6	--	--	--	--
	6	67	1	1.5	--	--	--	--
White	3	62	30	48.4	23	37	23	17
	4	64	40	62.5	30	30	25	15
	5	64	32	50.0	50	31	16	3
	6	67	37	55.2	24	38	32	5
	7	62	33	53.2	45	27	27	0
	8	61	35	57.4	23	34	43	0
Two or More Races	3	62	1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3	62	47	75.8	34	47	17	2
	4	64	44	68.8	41	27	20	11
	5	64	44	68.8	59	27	11	2
	6	67	47	70.1	34	36	26	4
	7	62	39	62.9	64	21	13	0
	8	61	33	54.1	21	39	39	0
Students with Disabilities	3	62	9	14.5	--	--	--	--
	4	64	17	26.6	65	29	6	0
	5	64	9	14.1	--	--	--	--
	6	67	6	9.0	--	--	--	--
	7	62	3	4.8	--	--	--	--
	8	61	3	4.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	62	100.0	42	34	21	3
	4	64	64	100.0	34	47	16	3
	5	64	64	100.0	70	22	6	2
	6	67	66	98.5	36	47	12	5
	7	62	61	98.4	46	34	16	3
	8	61	59	96.7	49	29	17	5
Male	3	62	33	53.2	33	36	24	6
	4	64	32	50.0	28	47	19	6
	5	64	37	57.8	76	14	8	3
	6	67	35	52.2	40	40	11	9
	7	62	29	46.8	41	41	14	3
	8	61	37	60.7	57	16	19	8
Female	3	62	29	46.8	52	31	17	0
	4	64	32	50.0	41	47	13	0
	5	64	27	42.2	63	33	4	0
	6	67	31	46.3	32	55	13	0
	7	62	32	51.6	50	28	19	3
	8	61	22	36.1	36	50	14	0
Black or African American	3	62	3	4.8	--	--	--	--
	5	64	5	7.8	--	--	--	--
	6	67	3	4.5	--	--	--	--
	7	62	2	3.2	--	--	--	--
	8	61	3	4.9	--	--	--	--
American Indian or Alaska Native	3	62	1	1.6	--	--	--	--
	5	64	1	1.6	--	--	--	--
	8	61	1	1.6	--	--	--	--
Asian	3	62	1	1.6	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	64	2	3.1	--	--	--	--
	6	67	4	6.0	--	--	--	--
	7	62	2	3.2	--	--	--	--
	8	61	2	3.3	--	--	--	--
Filipino	3	62	1	1.6	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	64	1	1.6	--	--	--	--
	6	67	1	1.5	--	--	--	--
	7	62	1	1.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	61	1	1.6	--	--	--	--
Hispanic or Latino	3	62	25	40.3	60	28	12	0
	4	64	20	31.3	50	35	15	0
	5	64	22	34.4	68	23	9	0
	6	67	20	29.9	45	45	10	0
	7	62	23	37.1	48	30	17	4
	8	61	17	27.9	47	41	12	0
Native Hawaiian or Pacific Islander	5	64	1	1.6	--	--	--	--
	6	67	1	1.5	--	--	--	--
White	3	62	30	48.4	23	40	33	3
	4	64	40	62.5	28	55	15	3
	5	64	32	50.0	75	19	3	3
	6	67	37	55.2	35	46	14	5
	7	62	33	53.2	48	33	15	3
	8	61	35	57.4	49	26	17	9
Two or More Races	3	62	1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3	62	47	75.8	45	38	15	2
	4	64	44	68.8	41	39	18	2
	5	64	46	71.9	78	17	4	0
	6	67	47	70.1	40	47	11	2
	7	62	40	64.5	53	33	10	5
	8	61	33	54.1	48	27	21	3
Students with Disabilities	3	62	9	14.5	--	--	--	--
	4	64	17	26.6	65	35	0	0
	5	64	9	14.1	--	--	--	--
	6	67	6	9.0	--	--	--	--
	7	62	3	4.8	--	--	--	--
	8	61	3	4.9	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	53	38	49	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	49
Male	49
Female	50
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	--
White	54
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	40
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	27.00	19.00	11.10
7	24.20	24.20	17.70

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 participation is encouraged and embraced as a critical element to ensuring that all students are successful. At Lichen, parents are active partners in the learning process. Opportunities for parent involvement include participation in the following activities:

- P.T.A. Membership

- School Site Council Membership
- School Safety Committee
- Family Nights
- Volunteer Classroom Aide
- Recreational Aide
- Library Volunteer
- Technology Volunteer
- English Language Advisory Committee (ELAC)

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Lichen K-8 school office at (916) 971-5237. For more specific information, feel free to contact our Parent Liaison, Lisa Blen, at (916) 971-5237 or LBlen@sanjuan.edu.

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	8.88	9.16	9.42	8.28	7.37	5.71	5.07	4.36	3.80
Expulsions	0.14	0.16	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.

The Lichen K-8 Safe Schools Team is a group of teachers meeting regularly with our school principal to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. In partnership with the City of Citrus Heights Police Department (CHPD), the school becomes part of a safety zone that is patrolled daily by a sheriff’s deputy or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. The safety team receives regular training and has a responsibility for making sure procedures are reviewed and revised on an ongoing basis. We ensure that all students are provided with a safe and well-maintained learning environment. The school buildings, classrooms and grounds are kept safe, clean and functional by our custodial staff. All classrooms and restrooms are cleaned regularly. They are managed day to day by the Principal with assistance from the district’s maintenance department.

In order to make students feel safe, we have high behavioral expectations for students and utilize Positive Behavioral Support (PBS). These behavior expectations are applied to all areas of the campus (classroom, hallway, bathroom, playground, assemblies, field trips, arrival/dismissal, and cafeteria) and posters listing the expectations for each area are presented. PBS stresses the importance of mutual respect between students and staff. This is reflected in school policies and behavioral expectations. As a reminder, signs are placed strategically throughout the campus so that all staff and students are aware of the expectations for positive behavior. Students not meeting behavioral expectations are issued a Citation. The citations are tracked in Zangle and the data is analyzed by our Behavior Committee and presented to staff to determine needed re-teachings. Student discipline is handled consistently throughout the school and minimal disruptions are visible on the school campus.

The school implements and promotes character education to reinforce school-wide values. Lichen K-8 outlines a character trait of the month scheduled on the master calendar. It is an integral part of our school atmosphere and teaches students how to implement these important life skills.

Lichen K-8 school is dedicated to all students achieving high standards in a safe and welcoming environment. Teachers are dedicated and give their time before and after school. We welcome diversity with open arms. It is a wonderful place to learn and grow.

Plan reviewed, updated, discussed, and approved at School Site Council Meeting on November 3rd, 2015.

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	Not in PI	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	30		3		31		3		25		3	
1	31		2		31		2		31		2	
2	30		3		31		2		29		3	
3	31		2		31		2		31		2	
4	34			2	32		2		33		1	1
5	34			2	34			2	30		2	
6	32		12	4	30	1	12	1	36	1	6	7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	1	3	1	25	2	1	2	23	1	4	
Mathematics	28	1	4	2	28	1	2	2				
Science	34		1	3	32		2	2	29		4	
Social Science	34		1	3	32		2	2	29		4	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	615
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.20	N/A
Social Worker	0.20	N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.30	N/A
Resource Specialist	1.50	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	5568	956	4612	\$68,607
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-8.0	-3.8
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-16.28%	-0.34%

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

Types of Services Funded (Fiscal Year 2014-15)

In the 2014-15 school year Lichen K-8 School started receiving Title 1 money. Money spent for Title 1 and LCFF funds are documented in the Single Plan for Student Achievement (SPSA) which has to be passed by our School Site Council and ELAC committees. A large portion of all funds is directed towards professional development for staff, upgrade/purchase of technology for students and materials used to implement GLAD and ELD teaching strategies.

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Teacher and Administrative Salaries (Fiscal Year 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.