

Coyle Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Coyle Avenue Elementary School
Street	6330 Coyle Avenue
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 867-2012
Principal	Holly Cybulski
Email Address	hcybulski@sanjuan.edu
Website	http://www.sanjuan.edu/coyle
County-District-School (CDS) Code	34-67447-6034466

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

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

Mission Statement:

We are committed to meeting the diverse needs of all students so they achieve high levels of learning.

Vision Statement:

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which:

The School

- Is characterized by a collaborative culture where staff members are given the time to meet together in collaborative teams
- Has communication strategies in place to ensure that all staff members can support the mission of the school
- Supports educators' continuous learning and ongoing professional development in both academic and social emotional domains
- Provides a consistent structure for students' social emotional well-being

Teachers

- Determine and implement guaranteed and viable standards-based curriculum
- Utilize regular and ongoing assessment to monitor student learning of guaranteed and viable standards-based curriculum
- Design & provide intervention and enrichment instruction daily to ensure students are able to learn at high levels
- Reflect by student and standard, then adjust groups and instruction as needed
- Constantly seek out the most effective strategies that support students' academic and social emotional learning

School Profile:

Coyle Avenue Elementary is one of 41 elementary/k-8 schools in the San Juan Unified School District. Of the students attending Coyle 49% are white, 27% Hispanic/Latino, 8.5% African American, 3.8% Asian/Asian American, and 3% other ethnic groups. 13.5% of our students are English language learners, with Spanish as a primary language, and 72% of students are socioeconomically disadvantaged.

The curriculum provided has transitioned to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

Each year we revisit and revise our mission and vision statements to ensure we are completely focused on increasing our student learning.

We have made a strong commitment to provide a positive climate for learning in which all students can reach their fullest potential in academics, attitudes, athletics, and the arts. Specifically:

- We strive to create and maintain an atmosphere that fosters the healthy emotional, intellectual, social, and physical growth of each student.
- We recognize the mastery of academic skills as stated in the Common Core State Standards as a primary goal.
- We value education as a process of opening our students' minds to critical thought and creative activity.
- We believe in the development of curriculum that encourages diversity, consideration for others, compassion, empathy, responsibility and self-discipline.
- We emphasize that learning is not confined to four walls of a classroom and that it does not end with the school years.
- We acknowledge that we learn best in a positive environment of sharing, caring, laughing, questioning, risk taking, learning, and growing.

Programs at Coyle:

- Rich academic instruction in literacy, writing, math, integrated science, social studies, art, and physical education
- Multiple measure assessments: use of school based, district, and state assessments to monitor student learning
- Parent Teacher Association (P.T.A.)
- Community partnership with Mercy San Juan Medical Center, Citrus Heights Kiwanis Club
- K-Kids Club: school and community service club sponsored by Citrus Heights Kiwanis Club.
- B.U.G. Program: Bringing Up Grades Program sponsored by Citrus Heights Kiwanis Club. .
- Full-time Resource Specialist and Instructional Aide: serving identified special education students and site-based students at risk of not meeting standards.
- 50% English language development teacher who works directly with students learning English
- 180% Intervention Teacher
- Speech and Language Specialist: by referral.
- Adaptive Physical Education: by referral.
- Jump Rope for Heart school wide fundraiser for the American Heart Association.
- Discovery Club: a before- and after-school child care/enrichment program serving children in kindergarten through sixth grade.
- Bridges After-School Program: a free after-school program that operates 3¾ hours a day, five days a week, funded through a 21st Century Community Learning Center grant.
- Special Day Classes for emotionally disturbed students: when appropriate, students are mainstreamed into the regular classroom and receive additional assistance from specially trained staff.
- Preschool – Kindergarten Autism Program: special day classes for students identified with autism. When appropriate, students are mainstreamed into the Early Childhood Education classroom, kindergarten, and 1st grade where they receive additional assistance from specially trained staff.
- Head Start/State Preschool Programs: These Early Childhood Education Programs provide educational and developmental opportunities for children from eligible low-income and special needs families.

Technology at Coyle

- MacBook Pro Computer Lab: 34 computers with use of wireless internet. Three Chrome carts (COWs) are pushed into classrooms every day.
- Minimum of five student computers/iPads in each classroom
- Each teacher has access to a teaching station that includes a teacher computer, an Ipad and an Apple TV setup.

Principal's Message:

Dear Coyle Avenue Elementary Families,

I am thrilled to join you here at Coyle Avenue Elementary in the pursuit of a solid educational foundation for your child! I have spent more than 18 years in the educational field and all of those here in San Juan Unified. I spent 11 years as a teacher and academic coach and the last 8 years have been as a principal.

At Coyle Avenue, we are excited to be your partner in the education of your child. In addition to our curriculum focus around the CA Common Core State Standards, everyone here teaches and lives by our school rules: Respect, Responsibility, Courage, Caring, Honesty and Cooperation. We are a Restorative Practices school supported with Mindfulness curriculum and activities. By supporting our own learning and the learning of others, we know we can all do great things!

It is our goal to have as many parents as possible be active members of our educational community. We encourage parents to participate in any and all school activities. Please look at our school calendar on our webpage and school newsletters that will come to your email inbox for information about PTA, Coyle Cafe, Coyle Family Nights, and Star Struck Showcase! We know it takes a team to help children grow and learn, and we are pleased to be part of your team!

Mrs. Holly Cybulski, Principal

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	52
Grade 2	53
Grade 3	61
Grade 4	45
Grade 5	66
Total Enrollment	351

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	1.4
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.9
White	49.3
Two or More Races	8.3
Socioeconomically Disadvantaged	77.5
English Learners	13.4
Students with Disabilities	12.5
Homeless	11.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	20	22	1976
Without Full Credential	1	2	1	56
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September, 2019

San Juan Unified held a public hearing on September 25, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	Yes	0.0
Mathematics	2015: Pearson - Envision Math	Yes	0.0
Science	2008: Delta Education - FOSS	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

As of October 2011, Coyle Avenue is the proud recipient of a new wing build using funds from Measure J. The wing includes two classrooms and a double-sized library and training room.

Coyle Avenue School received extensive outside remodeling during the summer of 2008. A new drive-through parking lot was funded by a \$200,000 donation from Mercy San Juan Medical Center. A new flag pole, new seat walls, a widened front walkway, a new planter, and new grass were added in front of the school. The playground and the front parking lot were completely repaved and re-striped. A new courtyard was installed and the sidewalks by the classrooms were widened. During the summer of 2013, student restrooms were completely upgraded along with fittings for ADA compliance.

Coyle Avenue Elementary was modernized during the 1999-2000 school year. The scope included roof repair/replacement, interior and exterior painting, new lighting, selected window system replacement, energy-efficient heating and cooling system 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. 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. Field repair, driveway resurfacing, irrigation system retrofit, and portable replacement are planned improvements with Measure J Bond funds. Summer 2008 a new parking lot was added (funds were donated by Mercy San Juan Hospital) along with a major landscape and irrigation project funded by Measure-J Bond. Summer 2008 the hard court was overlaid through Deferred Maintenance. 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.

Coyle Avenue has wireless internet access throughout its classrooms. A school garden was added in the Spring of 2016 with a partnership between Del Campo High School's Kids Helping Kids and Coyle Avenue.

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 October 2019 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 10/07/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	31	45	46	50	50
Mathematics (grades 3-8 and 11)	22	24	34	35	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	170	99.42	0.58	31.18
Male	100	99	99.00	1.00	25.25
Female	71	71	100.00	0.00	39.44
Black or African American	15	15	100.00	0.00	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	19.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	83	82	98.80	1.20	39.02

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	12.50
Socioeconomically Disadvantaged	145	144	99.31	0.69	31.25
English Learners	29	29	100.00	0.00	27.59
Students with Disabilities	41	40	97.56	2.44	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	15.38

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	170	99.42	0.58	23.53
Male	100	99	99.00	1.00	23.23
Female	71	71	100.00	0.00	23.94
Black or African American	15	15	100.00	0.00	6.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	6.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	83	82	98.80	1.20	32.93
Two or More Races	16	16	100.00	0.00	18.75
Socioeconomically Disadvantaged	145	144	99.31	0.69	21.53
English Learners	29	29	100.00	0.00	17.24
Students with Disabilities	41	40	97.56	2.44	7.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	11.54

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.0	29.0	8.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged and welcomed to become a part of our school community. They are part of our educational team, and we strive to include parents in all aspects of our school program. Coyle Elementary School's programs are enhanced because of the commitment, support, and dedication of our parents to our students and staff. Parents participate at Coyle in many ways: classroom volunteers for day-to-day classroom instruction, after-school help, field trips, classroom docents, parent conferences, Academic Parent Teacher Teams (APTT) meetings, Coyle Cafes, Coyle Skate Nights, School Site Council, P.T.A., and Superintendent's Parent Advisory Committee.

Parents are encouraged to join P.T.A. and are asked throughout the year to help with many school activities. Our monthly P.T.A. meetings are held on the second Tuesday of the month in the evening. The P.T.A. Executive Board meets at 6 p.m. for half an hour before the regular meetings. The P.T.A. provides enrichment to our students and families through: family nights, book fairs, school assemblies, funds for classroom materials, funds for field trips, materials for both the computer lab and the library. For information about the P.T.A., please call 916-867-2012 and ask for Holly Cybulski, Matt McGough or the PTA president, Megan Cole.

Coyle has an English Learner Advisory Committee (ELAC) that meets four times a year in December, February, April and May in conjunction with our APTT meetings. The goal is to inform the parents of our English learners about programs at Coyle that help their children learn English and be successful academically. Parents are taught about the School Site Council, the English Language Proficiency Assessment for California (ELPAC), the School's Language Census (R-30 Report), progress notices and report cards, interventions used at Coyle, and services that are available. We also train parents in their responsibilities to make their children successful.

Coyle's School Site Council meets monthly on the third Tuesday afternoon at 2:40 p.m. to oversee The School Plan for Student Achievement (SPSA). Five members of the School Site Council are parents and community members, three members are teachers, one is a classified staff member and the tenth member is the Principal. The Site Council monitors all programs and budgets at Coyle and seeks ways to improve the academic performance of all students.

Parents are kept informed about school activities through: the weekly school newsletter which parents receive by email, P.T.A. bulletins, classroom newsletters, the Parent/Student Handbook, parent education nights, School Site Council meetings, P.T.A. meetings, parent conferences, Student Study Team meetings, Positive Behavior Support Action Team meetings, School Messenger phone messages, flyers, social media, and assessment forms. Coyle has an active website where you can check us out and access our many links to help you improve your child's education. <http://www.sanjuan.edu/CoyleAvenue.cfm>. Our Facebook page has almost 400 members - we want our community to be informed on all that we are doing at school!

During the 2016-2017 school year, we implemented Academic Parent Teacher Teams (APTT). Teachers were trained on creating teams with parents to provide support to their students. At three APTT meetings, parents look at their student's data, create a SMART goal and learn an activity or game that supports skill development. Students are at school only 10% of their life to age 18 - parents quickly understand schools can't do it alone! Parents must be a driving force in the education of their child. We have 100% of our classes using APTT this year.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 916-867-2012.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.7	3.8	2.7	5.8	5.8	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	1	3		26		3		19	1	3	
1	26		1		25		2		26		2	
2	26		2		27		2		18	1	2	
3	27		2		25		2		26		2	
4	31		2		27		2		26		2	
5	19	2	2		28		3		23	1	2	
Other**	30		1									

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10176	3931	6245	\$59,770
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-21.7	-24.8

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-18.3	-31.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

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

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

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

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