

Skycrest 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	Skycrest Elementary School
Street	5641 Mariposa Avenue
City, State, Zip	Citrus Heights CA, 95610
Phone Number	(916) 867-2098
Principal	Sandra Rangel
Email Address	srangel@sanjuan.edu
Website	http://www.sanjuan.edu/skycrest
County-District-School (CDS) Code	34-67447-6034912

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

Skycrest participated in a comprehensive strategic planning process during the winter and spring of 2011. A diverse group of staff, parents, and community members developed the following mission statement that was formally adopted by Skycrest Site Council in May of 2011. In October 2013, the Strategic Planning Team reconvened to review the progress of the School Strategic Plan. Recommendations for change were made with Action Teams reconvening in January 2014 to review the tactics. The Strategic Planning team and Skycrest staff reviewed the data from the Action Teams in May 2014 and information was brought to the School Site Council in September 2014.

The mission of Skycrest Elementary School, valuing academic excellence, positive character development, and diversity, is to inspire every student to responsibly contribute to an ever-changing world by engaging in an innovative curriculum that challenges each individual’s learning within a culturally enriched environment in partnership with families, school, and community.

SCHOOL PROFILE

Skycrest Elementary is one of 41 elementary/K-8 schools in the San Juan Unified School District. The curriculum provided is aligned to the Common Core State Standards. Staff at Skycrest implement the Common Core State Standards (CCSS) in their teaching and in designing and establishing their daily lessons. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Through our character education program, Skycrest places a heavy focus on establishing students with strong, positive character traits. Grade levels present at each assembly, focusing on one of the specific traits. Monthly character assemblies are held with students recognized for demonstrating these traits every day.

Skycrest has a BRIDGES After-School program that is funded by the 21st Century Grant and ASSETS. This program provides after school enrichment, homework completion time, structured physical education games, and parent activities. The BRIDGES program is offered at low cost to families.

To support our English Learner students, Designated English Language Development (D-ELD) is planned daily, with students receiving support in their designated groups: expanding, emerging, bridging and enriching. All teachers within each grade level provide D-ELD and integrated ELD strategies in all core content areas throughout the day.

The focus for our professional learning cycle this school year will be focused around Math - critical thinking and problem solving. We will also work to support writing that is aligned with student's text level of reading.

An emphasis of incorporating grade level standards and increasing of the Depth of Knowledge (DOK) rigor that is presented within each class and throughout the grade level will be included as work around these areas. Designated English Language Development (ELD) is scheduled for all grade levels with English Learners (ELs) placed in groups to support them at their English Language level. Further collaboration days around Writing and Math are planned to support students in writing throughout the day and throughout all curricula areas and to support students in both a conceptual and procedural understanding of math. Data release days are scheduled around guided reading, running records, text levels, and writing with a focus around common understanding and norms throughout each grade level. Release days are scheduled around math that will include coaching and learning about specific targeted areas in math. The California Assessment of Student Performance and Progress (CAASPP) data shows that focus on increased language development is necessary for all students--both English Learners (ELs) and English Only (EO) students. With approximately 45% of our students population being English Learners, it is our top priority to increase vocabulary acquisition and oral language for all students. Continued professional development will be presented to support teachers in using strategies and techniques that will support all students in the area writing and math.

Skycrest School Objectives:

- All students will develop and apply 21st century skills such as problem solving, critical and relative thinking, collaboration, and the application of technology.
- Each year, all students will achieve at least one year's growth towards grade level Common Core Standards as determined by multiple measures.
- We will model and integrate positive character traits within our community.

Tactics:

1. We will effectively utilize innovative instructional strategies, data analysis, and technology to increase student achievement and academic success in alignment with Common Core State Standards.
2. We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student by utilizing the Skycrest Character Traits and engaging families as valued partners in the educational process.

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	79
Grade 2	64
Grade 3	84
Grade 4	86
Grade 5	89
Total Enrollment	497

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.2
Asian	2
Filipino	0.6
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0.4
White	50.9
Two or More Races	4.8
Socioeconomically Disadvantaged	76.3
English Learners	39.6
Students with Disabilities	18.5
Foster Youth	0.4
Homeless	7.6

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	28	29	26	1976
Without Full Credential	1	0	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, 2018

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)

Skycrest Elementary was modernized during the 1999-2000 school year. The scope included roof/repair or replacement, interior and exterior painting, window system replacement, energy-efficient lighting, heating and cooling system upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, new fire, intrusion and intercom system throughout the school. Classrooms were carpeted at that time and were upgraded again for the 2004-2005 school year. In 2006 Skycrest had an additional wing built. This allowed Skycrest to replace portable classrooms with 8 new classrooms. In summer 2008 the parking lot and hard-court was overlaid, ADA sidewalk and Safe Route upgrades and a complete landscape & irrigation project were completed funded through Measure-J Bond. During the spring of 2009 Skycrest's exterior was repainted. Summer 2011 our parking lot was made safer for students with the addition of a sidewalk around the perimeter of the front parking lot. This allows us to control pedestrian traffic so no one has to cross through traffic to walk to the front of our school.

During the spring of 2011 Skycrest received a grant and became one of the only schools in Northern California with a diverse fruit orchard. Our Community Orchard was planted with 27 fruit trees that offer a wide variety of fruit that will ripen during the school year. These trees are watered through an automated system installed using the grant funds. In addition to the fruit orchard, the Sacramento Tree Foundation sponsored a tree planting day on campus. 55 additional shade trees were planted throughout the campus.

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 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: 08/27/2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	33	39	45	46	50	50
Mathematics (grades 3-8 and 11)	22	33	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	250	239	95.60	4.40	39.33
Male	132	124	93.94	6.06	36.29
Female	118	115	97.46	2.54	42.61
Black or African American	18	18	100.00	0.00	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	95	97.94	2.06	33.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	116	107	92.24	7.76	47.66
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	211	202	95.73	4.27	37.62
English Learners	136	129	94.85	5.15	38.76
Students with Disabilities	37	35	94.59	5.41	11.43
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	24	17	70.83	29.17	11.76

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	250	247	98.80	1.20	33.20
Male	132	130	98.48	1.52	31.54
Female	118	117	99.15	0.85	35.04

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	18	17	94.44	5.56	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00	0.00	28.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	116	114	98.28	1.72	43.86
Two or More Races	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	211	209	99.05	0.95	31.10
English Learners	136	136	100.00	0.00	33.82
Students with Disabilities	37	37	100.00	0.00	5.41
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	24	23	95.83	4.17	8.70

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	28.7	27.6	28.7

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)

PARENT INVOLVEMENT

Parental involvement enriches a child's academic learning experience. The staff and administration appreciate our parents and seek input and feedback from the parents and guardians of our students. At Skycrest Elementary School, we provide many opportunities for parents to reach out to us and for us to reach out to them.

Parental involvement is valued at Skycrest Elementary School. It is one of the tactics called out in Skycrest's Strategic Plan: "We will actively engage families and the community as valued partners in the educational process." Resources and parent information are located in a central area near the office. This includes opportunities and classes for parenting that are made available through the district.

Parental involvement means:

The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring:

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

School Parent Involvement Policy Process:

The Skycrest School Site Council will be established with parent members voted in. Members will review the School Plan for Student Achievement (SPSA) and the School Parental Involvement Policy to ensure that academic needs for all students are met and that parents and the community have an opportunity to voice their concerns. School Site Council meeting will be held five times during the school year to modify the School Plan for Student Achievement if necessary and ensure that schoolwide needs are met.

Opportunities for parents to give input and receive information on parent involvement include:

- Back-to-School Night
- Title I Annual Parent Meeting
- Parent School Information Night
- Parent – Teacher Conferences (Fall and Spring)
- Family Learning Nights: Literacy Night, Sami's Circuit, and Math /ScienceNight
- School Site Council meetings, English Learner Advisory Committee (ELAC) Responsibilities
- English Learner Advisory Committee (ELAC) Meetings
- Parent training classes
- Parent-Teacher Organization (PTO) meetings
- Community Parent-Principal meetings (i.e Mugs and Muffins)

Skycrest will use these event opportunities to:

- Build parental involvement and ensure an effective partnership between the school and parents.
- Provide parents with a description of the curriculum and assessments used to measure progress and expected proficiency levels.
- Identify and provide training in order to assist their children in improving academic achievement.

Opportunities to get involved at Skycrest include:

- Classroom Volunteers
- Playground Volunteers
- Cafeteria Volunteers
- School Site Council (Meetings are held the third Tuesday of each month and parents make up half of the committee)
- English Learner Advisory Committee (ELAC) Meetings
- Fieldtrips / Class events
- PTO Meetings are held once monthly
- Fundraisers
- School events and activities - family night volunteers
- Jog-a-thon
- Community Helpers
- Holiday Sing-A-Long
- Schoolwide Spirit Day Lunches: Held monthly. Parents are invited to come eat lunch with their children.
- Character Ed Assemblies - Grade Level Presentations at each assembly
- Awards Assemblies: Held once once a trimester. Parents receive written invitations.
- School Performances: Grade levels perform monthly at Character Ed Assemblies and the end of the year talent show

The education of your child is a team effort between school and home. The teachers at Skycrest work very hard for all our students, but WE NEED YOU to be a part of our team. Your involvement at school lets your child know you think his or her school is important. Thank you for investing your time and energies in our nation's most valuable resource, our children!!

CONTACT INFORMATION

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Principal, Sandra Rangel, or the Vice Principal, Sabrina Parsley at (916) 867-2098.

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	4.0	1.7	4.4	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	21	1	3		25		4		24		4	
1	18	1	3		26		2		24		3	
2	26		3		22	1	3		22	1	2	
3	20	1	3		26		3		21	1	3	
4	33		1	1	26		3		26		3	
5	24	2	1	2	21	2	3		27		3	
Other**	11	1			10	1			11	2		

*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)	3.0

*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.

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	9690	3138	6552	\$75,005
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-16.9	-2.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-13.6	-9.4

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.