

Mary Deterding Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mary Deterding Elementary School
Street	6000 Stanley Avenue
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 575-2338
Principal	Melanie Allen
Email Address	melanie.allen@sanjuan.edu
Website	http://www.sanjuan.edu/deterding
County-District-School (CDS) Code	34-67447-6034508

District Contact Information (School Year 2020-2021)

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 2020-2021)

Mission Statement:

Mary A. Deterding, an arts inspired K-6 Learning Community, will educate each student to become a compassionate and confident life-long learner, reaching their highest level of personal achievement through an innovative, rigorous academic curriculum that integrates the visual and performing arts.

School Profile:

Mary A. Deterding Elementary is one of 41 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards, while transitioning to the Common Core State Standards. Comprehensive Balance Literacy is a focus throughout all classes, with teachers integrating Interactive Read Alouds, Shared Reading, Writer's Workshop, and Critical Literacy. Our 6th grade classes are focused on Disciplinary Literacy. Our teachers strive to develop students to become independent workers. All kindergarten through 5th grade teachers are participating in Critical Literacy Training this year, which will allow teachers to develop their students' critical thinking dispositions. We will also continue to focus on Balanced Literacy, with an emphasis on Writer's Workshop, as we prepare to be Common Core ready. Math instruction is of high interest to our teachers, with several teachers participating in Sacramento State University's Math Project, and sharing their knowledge with staff members. Field trips continue to be an important part of the school experience with teachers integrating the experience with the curriculum and grade level standards.

The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities, such as the International Food Festival.

By integrating the visual and performing arts within the curriculum, the Deterding learning community educates students to become critical thinkers and effective communicators, growing into leaders who approach new situations with confidence and compassion. Kindergarten-grade 3 students participate in dance each week. Students in grades 1 - 6 receive music instruction weekly from our full time music specialist. Grades 4 - 6 students have instrumental instruction each week which is embedded during the school day. Students in grades 1 - 6 receive art instruction each week with a full time art specialist. Students in 3rd through 6th grades have the opportunity to participate in choir each week before or after school.

The staff at Deterding Elementary believe it is their responsibility to nurture the natural curiosities of students through arts, humanities, and sciences, inspiring students to become compassionate and confident lifelong learners. By integrating visual and performing arts with curriculum, the Deterding learning community educates students to become critical thinkers and effective communicators, growing into leaders who approach new situations with confidence and compassion. We believe that parent involvement is an important part of each student's success.

We currently have three kindergarten classes, three first grade classes, three second grade classes, three third grade classes, three fourth grade classes, three fifth grade classes, one fifth/sixth combo, and two sixth grade classes. Included in these classes is one Rapid Learner class at each grade level from the 2nd through the 6th grades.

We strive to achieve through the following programs:

- 2nd - 5th grade Rapid Learner Program
- Enrichment and Intervention in ELA and Math
- K-6th grade Critical Literacy
- K-6 enrichment field trips
- K-6 full-time Art Specialist with self-contained art room
- K-6 full-time Music Specialist - vocal and instrumental (5th - 6th grade)
- English Language Learner (ELL) support after school
- K-3 Dance Program - within the school day in a dance room complete with mirrors
- 5th and 6th grade Band Program - within the school day
- 4th - 6th grade Guitar Club: beginning and advanced, before school
- 5th - 6th Grade intramural sports program
- Discovery Club After School Program
- Bridges After School Program
- Chinese classes offered after school
- After school Missoula Children's Theater: 1st - 6th Grade
- Nature Bowl: 3rd - 6th Grade
- Cross grade level reading and activity buddies/partners
- 4th grade Recorder Program - within the school day
- 3rd - 6th grade award winning choir
- Community service opportunities
- International Food Festival
- Harvest Festival
- Red Ribbon Week
- Attendance Awards Program
- Character Education Awards Program each month
- Grade level field trips
- Fall and spring book fairs
- Talent show and Spaghetti Feed
- 3rd - 6th Grade Deterding Idol Nights
- Pancake Breakfast
- Jog-A-Thon
- Spring Art Festival
- DREAM Art Auction
- Chess Club during lunch
- Actively involved parent groups: School Site Council, English Language Advisory Committee (ELAC), Strategic Planning Committee, DREAM (Parent Teacher Association), Parents Enriching Rapid Learner Education (PERLE)

Our site focus continues to be centered around improving student data through the use of Professional Learning Communities (PLCs). In PLC meetings each week, teachers look at data and how best to support their students in order for them to show growth. Our current school focus is on math, but we continue to work on writing through Writer's Workshop, developing critical thinking skills through Critical Literacy, and reading through guided reading practices.

Principal's Message:

Dear Deterding Families,

I am ecstatic to be starting my seventh year as part of such an amazing, artistic, and educational community! I hope you will find your child's experience at our school to be successful as well as challenging, while enriched by art, music, and dance. As we start the year in Distance Learning, we aim to continue our high expectations and support for all students. It's not our ideal way to teach and have kids learn, but we will make the best of it!

Deterding is one of three schools in San Juan that is privileged to be home to the Rapid Learner program. Though the Rapid Learner classes are often working at a different pace than the other classes, it is important for all students at Deterding to understand that we are all part of the same community while we meet the individual needs of each student in the classroom. We have worked hard to create a community where everyone is welcome.

Our staff is working diligently to continue with the implementation of the Common Core State Standards (or CCSS). We are currently using Benchmark for ELA, Critical Literacy, Guided Reading, and Writer's Workshop as part of our Balanced Literacy Language Arts program. We are using DREAMBOX online as a support for math and the program allows both parents and teachers to monitor student progress at their individual level. One of the major shifts with Common Core is writing across all subject areas and the integration of technology. We are continuing our use of a typing program to support students as they prepare for CAASPP (standardized Common Core test created by SBAC) and also the use of Interim Assessments. Our fabulous team of teachers is working hard to collaborate and ensure that we have a continuum K-6.

Deterding has an amazing parent organization, DREAM! DREAM welcomes help and input from all members of the community. They work really hard to bring wonderful events to the school including the International Celebration, Jog-a-thon (DREAM Run), Harvest Festival, Book Fairs, Talent Show, and much more! The funds raised help pay for a portion of the band teacher's salary as well as many other needs our school has each year. We hope to be back on campus and holding events soon!

Our school goal for attendance this year is 96%. Please help us by making sure your child is on time and ready to learn (even on Zoom!). We have a weekly attendance competition within our grade levels with the winners housing a Deterding Dolphin for the week.

At Deterding, we strive to make sure that our students treat others with respect and be active participants in the Deterding community. We launched a campaign a few years ago called "Kindness is Contagious". We are furthering that this year with challenging students to show kindness to each other as a way to pay it forward. Students who demonstrate good character can earn Caught-a-Dolphin cards which are put into a drawing and prizes are given out each week with bigger prizes given each month. Each month we have a character trait aligned to our Successful Habits on the report card. One student from each class who has best demonstrated the trait is chosen to be recognized by receiving a t-shirt, a picture on the wall in the MP room all month, and their name read over the loudspeaker and in the school newsletter. We will continue this tradition in Distance Learning!

There has long been a need for change in our education system to be equitable for all students. We are committed as a district and a school site to examine our practices and make changes to make learning accessible for ALL students-particularly students of color. This is not a quick process. We need to start with our own biases for lasting change. We know the work will be hard, but we look forward to partnering with our school community and doing the work together. Stay tuned for how you can be involved!

We look forward to a great school year and welcome your participation and support as we enrich and challenge our students every single day!

BE HERE. BE KIND. EXERCISE YOUR BODY AND MIND.

Mrs. Melanie Allen

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	75
Grade 1	78
Grade 2	102
Grade 3	104
Grade 4	113
Grade 5	83
Grade 6	66
Total Enrollment	621

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.2
Asian	8.7
Filipino	0.6
Hispanic or Latino	20.8
White	56.4
Two or More Races	9
Socioeconomically Disadvantaged	40.1
English Learners	12.4
Students with Disabilities	8.1
Foster Youth	0.2
Homeless	2.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28	28	29	1943
Without Full Credential	0	0	0	38
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

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

San Juan Unified held a public hearing on September 22, 2020 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 2017: Amplify ELA/ELD Grade 6	Yes	0.0
Mathematics	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt, Go Math	Yes	0.0
Science	2019: Amplify Education - Amplify Science-Grade 6-Earth Science-All Investigation Notebooks	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations	Yes	0.0

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

School Facility Conditions and Planned Improvements

Deterding Elementary School, constructed in 1953, was modernized during 1997. Currently, enrollment slightly exceeds existing capacity. Site custodial staff clean the buildings, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, driveway resurfacing, and insufficient parking for staff and visitors continues to be a concern. Utilizing Measure J bond funds the site received both hard court and parking lot resurfacing and a major landscape and irrigation project was completed in 2008. During the summer of 2011 all student restrooms were renovated and updated, with an additional girl's bathroom added. Recently, a portable was added to the campus to provide a more permanent home for the site's popular band and music programs.

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 2020 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/26/2020

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	71	N/A	46	N/A	50	N/A
Mathematics (grades 3-8 and 11)	62	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	53	N/A	29	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

At Mary A. Deterding, parent participation takes many forms. Families are able to volunteer at the school in a variety of ways to enrich the education of their children. Deterding's outstanding educational program could not exist without the enormous amount of time, energy and talents provided by our parents. Working together, we have provided over 18,000 hours of volunteer time to support our students. Parents are also encouraged to be active participants in the education of their children through:

- DREAM– Parent Teacher Association
- School Site Council
- ELAC – English Learner Advisory Committee
- SPAC – Superintendent's Parent Advisory Committee
- Art Docent Program - A docent for every classroom
- School/classroom volunteers
- Participation in school and/or grade specific activities
- Parent–Teacher conferences
- Field trips
- Contribution of supplies
- GAC: Gate Advisory Committee

Contact the Melanie Allen, the principal at 916-575-2338 for more information about volunteer opportunities at Mary A. Deterding Elementary School.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	1.9	5.8	4.9	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15%	3.58%	
Expulsions	0.00%	0.03%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

School Safety Plan (School Year 2020-21)

San Juan Unified School District makes safety a top priority. In accordance with the California Education Code, each school site's comprehensive school safety plan is reviewed, edited as needed and approved by the school site safety team by March 1 of each year. The plan includes a review of safety data for the campus, incident response information in case of fire, earthquakes and other dangers, and details on safety policies. A copy of the plan is available for review in the school office.

Drills are held on a regular basis to include fire drills, earthquake drills and intruder drills.

Safety is a shared responsibility, and our school is supported by the district’s Safe Schools program in coordination with the Sacramento Sheriff’s Department and Citrus Heights Police Department. The Safe Schools program provides district employed safety specialists who provide safety advice, training and respond to critical incidents. Sworn law enforcement is called, when needed, to assist the safety specialists. In addition, San Juan Unified has the option of employing uniformed law enforcement officers when needed.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	26		3		26		3	3	25			
1	26		3		26		3		26		3	
2	26		4		26		4		26	4		
3	25		3		26		4		26		4	
4	33		1	2	29		3		28		4	
5	32		2	1	33		1	2	28		3	
6	32		2		32		1	1	33			

*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 Pupils to Academic Counselor (School Year 2019-2020)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6711	736	5975	80377
District	N/A	N/A	8324	\$78,090
Percent Difference - School Site and District	N/A	N/A	-32.9	2.9
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-25.9	-3.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,561	\$50,029
Mid-Range Teacher Salary	\$79,708	\$77,680
Highest Teacher Salary	\$94,014	\$102,143
Average Principal Salary (Elementary)	\$117,459	\$128,526
Average Principal Salary (Middle)	\$126,710	\$133,574
Average Principal Salary (High)	\$142,797	\$147,006
Superintendent Salary	\$283,645	\$284,736
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		9	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.