

Howe Avenue Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Howe Avenue Elementary School
Street	2404 Howe Avenue
City, State, Zip	Sacramento CA, 95825
Phone Number	(916) 971-5165
Principal	Cassidy Butler
Email Address	cabutler@sanjuan.edu
School Website	www.sanjuan.edu/howe
County-District-School (CDS) Code	34-67447-6034623

2021-22 District Contact Information

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

2021-22 School Overview

MISSION STATEMENT

Valuing diversity and civic responsibility, the mission of Howe Avenue Elementary School is to inspire and educate students to become collaborative, creative, and critical thinkers, as well as responsible, caring citizens by providing an innovative, rigorous program in a culturally sensitive, safe, and nurturing environment that fosters relationships with families and the community.

OUR GOAL

Every student without exception and without excuse will be proficient or advanced in reading, writing, and math. We are committed to creating a school that knows no limits to the academic success of each student.

SCHOOL PROFILE

Howe Avenue Elementary is one of 41 elementary/K-8 schools in the San Juan Unified School District. The curriculum provided is aligned to the California Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

Howe Avenue Elementary School is dedicated to creating a nurturing environment where all students will:

- Become fluent readers and develop effective comprehension and communication skills
- Understand math concepts and be able to solve mathematical problems in real life situations
- Develop citizenship skills including respect, responsibility, honesty, courage, caring, trustworthiness, and perseverance.

Programs available at Howe Avenue Elementary School:

- School-wide Title I Program
- Community Partnerships with World Relief, Mutual Assistance Network, Sports for Learning, Project Optimism, Safe Schools Ambassadors, Powerhouse Church, Sacramento Food Back, Kiwanis Club, and Sacramento Kindness Club
- English Language Development Program
- Comprehensive Balanced Literacy Instruction including guided reading for students in addition to core instruction
- After-school tutoring
- McKinney Homeless Grant Services
- School Community Resource Worker to assist with linking parents to the school and their child's school experience. The main purpose of this position is to involve parents in their child's education as research shows that parental involvement improves

2021-22 School Overview

academic

achievement.

- CSUS Professional Development Site for student teacher training
- Discovery Center – Child care/enrichment program before and after school
- Children’s Center – Preschool and child care for parents who are working or in training
- Building Bridges After School Program – homework assistance, recreation and enrichment
- Partnership with Assistance League to provide clothes to needy families
- Academic Conferences to track students' progress in interventions
- Student Study Team
- School-wide designated ELD instruction
- School-wide strategic/data based intervention program
- Positive Behavioral Interventions and Supports (PBIS)
- A member of No Excuses University School Network
- School-wide strategic/data based intervention program
- Counseling Center which includes Sac State Interns
- Family Nights to engage families
- Academic Parent-Teacher Teams
- One to one devices in 3rd-5th Grade
- Comprehensive music program that includes Link Up , ensemble, and BOLT instruction
- . Comprehensive Reading assessments for all children
- School Attendance Review Team (SART/SARB) Support
- Trimester Award Assemblies for attendance, academics and attitude
- Grade level field trips
- Character education
- Sami Circuit Program
- Widespread implementation of current technology
- Large updated classroom libraries
- Specialist for art and physical education

PRINCIPAL'S MESSAGE

Dear Howe Avenue Elementary School Families,

Our teachers and staff are working very hard to make your child's educational experience a valuable one, and at Howe Avenue Elementary, our staff believes that our students can achieve at the highest levels. Our staff's commitment to our students and families is: We are committed to creating a school that knows no limits to the academic success of each student.

Our ultimate goal for our school is: Every student, without exception and without excuse, will be proficient or advanced in reading, writing, and math.

We are committed to ensuring that we provide our students with the best quality first instruction and interventions to achieve our one, single goal. This year, we are continuing to focus on English language development instructional strategies to ensure that our diverse learners have access to the curriculum. We are also focused on guided reading instruction in grades K-2.

We are also fully implementing the California Common Core State Standards. To find out more information about the common core, you can visit this website: <http://www.pta.org/parents/content.cfm?ItemNumber=2583>

We have many opportunities for parent involvement, including (but not limited to) School Site Council, English Learner Advisory Committee (ELAC) and Family Nights, Academic Parent-Teacher Teams (APTT) Flyers and information are sent out to students regularly. Our website and Facebook will also feature these events.

We have made a lot of changes and have seen a lot of progress with our students both academically and socially in the past year! This is due to the collaborative effort of parents, students, and staff at our school! We continue to strengthen parent involvement opportunities at Howe..

Please feel free to call or come into the office for any questions you may have about programs and events.

Sincerely,

2021-22 School Overview

Cassidy Butler
Principal

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	132
Grade 2	129
Grade 3	133
Grade 4	131
Grade 5	143
Total Enrollment	794

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	30.2
Black or African American	13.9
Filipino	0.8
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	1.6
Two or More Races	4.2
White	23.3
English Learners	45.8
Foster Youth	0.4
Homeless	5.7
Socioeconomically Disadvantaged	88.8
Students with Disabilities	8.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.5	90.7	1679.2	71.8	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	2.6	21.0	0.9	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	2.6	49.3	2.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	297.3	12.7	12115.8	4.4
Unknown	1.6	4.2	291.3	12.5	18854.3	6.9
Total Teaching Positions	39.1	100.0	2338.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 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 2021 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>.

Year and month in which the data were collected

September, 2021

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	2020: Twig Science	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	Yes	0.0
Foreign Language			
Health			

Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			0.00%

School Facility Conditions and Planned Improvements

Howe Avenue Elementary, originally constructed in 1951, was modernized during 1995. Currently, there is sufficient space to house the student population. A new heating and air-condition system was installed throughout the entire school, including the Children's Center, during 2000-2001. 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. In 2009, through the Deferred Maintenance program, site roofing was replaced along with the addition of a new storm drainage system on the north side of the school. The summer of 2012 brought major improvements to the site in the form a new kindergarten playground structure and a new covered outdoor learning center adjacent to the Library. Significant improvements were made to the front of the school, both for safety and aesthetics. All interior courtyards received attention which has enhanced the ability for outdoor learning opportunities. The entire project was funded through the Measure J Bond.

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 September 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.

Year and month of the most recent FIT report

08/30/2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	NT	NT	NT	NT
Female	187	NT	NT	NT	NT
Male	222	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	95	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	128	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	88	NT	NT	NT	NT
English Learners	197	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	60	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	362	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	NT	NT	NT	NT
Female	187	NT	NT	NT	NT
Male	222	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	95	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	128	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	88	NT	NT	NT	NT
English Learners	197	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	60	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	362	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	397	343	86.40%	13.60%	17.20%
Female	183	156	85.25%	14.75%	16.67%
Male	214	187	87.38%	12.62%	17.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	88	77	87.50%	12.50%	19.48%
Black or African American	64	49	76.56%	23.44%	16.33%
Filipino	--	--	--	--	--
Hispanic or Latino	129	116	89.92%	10.08%	14.66%

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	12	66.67%	33.33%	16.67%
White	84	78	92.86%	7.14%	17.95%
English Learners	190	166	87.37%	12.63%	3.01%
Foster Youth		--	--	--	--
Homeless	30	19	63.33%	36.67%	15.79%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	390	335	85.90%	14.10%	17.31%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	44	86.27%	13.73%	6.82%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	397	321	80.86%	19.14%	10.28%
Female	183	144	78.69%	21.31%	7.64%
Male	214	0	82.71%	17.29%	12.43%
American Indian or Alaska Native	--	--	--	--	--
Asian	88	72	81.82%	18.18%	15.28%
Black or African American	64	46	71.88%	28.13%	8.70%
Filipino	--	--	--	--	--
Hispanic or Latino	129	104	80.62%	19.38%	8.65%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	13	72.22%	27.78%	7.69%
White	84	75	89.29%	10.71%	8.00%
English Learners	190	154	81.05%	18.95%	1.95%
Foster Youth		--	--	--	--
Homeless	30	17	56.67%	43.33%	0.00%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	390	315	80.77%	19.23%	10.16%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	40	78.43%	21.57%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	NT	NT	NT	NT
Female	63	NT	NT		
Male	75	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	34	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	57	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Family Nights – Sami's Circuit, Literacy, Science
Academic Parent-Teacher Teams
Book Fairs
School Site Council
ELAC meetings
Volunteer in the classroom, attend field trips
Superintendent's Parent Advisory Committee
Talking Points app

For more information on parent involvement please contact the main office at (916) 971-5165.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	893	864	263	30.4
Female	397	382	115	30.1
Male	496	482	148	30.7
American Indian or Alaska Native	0	0	0	0.0
Asian	276	267	60	22.5
Black or African American	126	119	62	52.1
Filipino	6	6	0	0.0
Hispanic or Latino	232	223	77	34.5
Native Hawaiian or Pacific Islander	15	15	4	26.7
Two or More Races	34	33	10	30.3
White	203	200	50	25.0
English Learners	507	502	123	24.5
Foster Youth	5	5	2	40.0
Homeless	51	47	31	66.0
Socioeconomically Disadvantaged	791	774	234	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	81	32	39.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.43	0.11	4.86	0.10	3.47	0.20
Expulsions	0.00	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.59	3.11	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.00
Female	0.00	0.00
Male	0.20	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		5	1
1	26		5	
2	26		5	
3	26		5	
4	27		4	
5	34			3
6				
Other	14	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	6	
1	22	1	5	
2	22	2	5	
3	18	3	4	
4	24	2	4	
5	23	1	3	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	22	1	5	
2	22	1	5	
3	22	1	5	
4	22	2	4	
5	24	2	4	
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	529.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12571	1151	11420	67232.43
District	N/A	N/A	12200	\$77,529
Percent Difference - School Site and District	N/A	N/A	-6.6	-14.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	30.0	-23.0

2020-21 Types of Services Funded

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>.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,561	\$50,897
Mid-Range Teacher Salary	\$69,093	\$78,461
Highest Teacher Salary	\$94,014	\$104,322
Average Principal Salary (Elementary)	\$117,706	\$131,863
Average Principal Salary (Middle)	\$124,292	\$137,086
Average Principal Salary (High)	\$143,484	\$151,143
Superintendent Salary	\$294,991	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

San Juan Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20458	1439	7.03	92.97	62.51
Female	9849	695	7.06	92.94	69.45
Male	10593	743	7.01	92.99	55.95
American Indian or Alaska Native	118	4	--	96.61	--
Asian	1771	139	7.85	92.15	61.59
Black or African American	1443	52	3.60	96.40	32.69
Filipino	168	18	10.71	89.29	77.78
Hispanic or Latino	5230	283	5.41	94.59	50.00
Native Hawaiian or Pacific Islander	131	6	4.58	95.42	--
Two or More Races	1575	104	6.60	93.40	62.50
White	10022	833	8.31	91.69	68.59
English Learners	3171	113	3.56	96.44	10.71
Foster Youth	113	11	9.73	90.27	36.36
Homeless	1934	74	3.83	96.17	27.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	10267	448	4.36	95.64	41.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2709	205	7.57	92.43	17.07

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20459	1332	6.51	93.49	40.45
Female	9850	643	6.53	93.47	40.50
Male	10593	688	6.49	93.51	40.47
American Indian or Alaska Native	118	6	--	94.92	--
Asian	1771	123	6.95	93.05	54.17
Black or African American	1444	46	3.19	96.81	11.11
Filipino	168	20	11.90	88.10	55.00
Hispanic or Latino	5230	271	5.18	94.82	23.70
Native Hawaiian or Pacific Islander	131	5	3.82	96.18	--
Two or More Races	1575	98	6.22	93.78	44.90
White	10022	763	7.61		45.47
English Learners	3171	104	3.28	96.72	9.80
Foster Youth	113	10	8.85	91.15	--
Homeless	1934	66	3.41	96.59	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	10267	413	4.02	95.98	22.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2709	200	7.38	92.62	6.03

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.