

# Mission Avenue Open 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/](http://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/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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/](http://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

<b>School Name</b>	Mission Avenue Open Elementary School
<b>Street</b>	2925 Mission Avenue
<b>City, State, Zip</b>	Carmichael, CA 95608
<b>Phone Number</b>	(916) 575-2362
<b>Principal</b>	Margaret A. Terzich
<b>Email Address</b>	margaret.terzich@sanjuan.edu
<b>School Website</b>	<a href="https://www.sanjuan.edu/Mission#calendar80955/20201102/month">https://www.sanjuan.edu/Mission#calendar80955/20201102/month</a>
<b>County-District-School (CDS) Code</b>	34-67447-6034730

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### MISSION STATEMENT

Guiding the discovery of knowledge, Mission Avenue Open School inspires and engages all students to become responsible citizens and creative, confident, critical-thinking problem solvers through student-centered interdisciplinary learning, enhanced by experiential explorations in respectful collaborations within our community.

### SCHOOL PROFILE

Mission Avenue Open School is an officially-designated alternative school in the San Juan Unified School District.

Mission School is guided by a unified philosophy that provides a high quality, standards-based, and comprehensive elementary school education through experiential learning. This is called the Open Philosophy and is based, in part, on Piaget's developmental learning theory, Dewey's constructivist learning theory, Montessori's use of manipulative materials, and Kohl's thematic, integrated curriculum. In open classrooms, emphasis is placed on individuality and reaching each child's potential. We have found that the best way to provide for this is through the following practices and themes: differentiation of instruction, experiential learning and constructivism, student-centered collaborative classrooms, field education, and parent involvement at all levels of the school program.

We believe applications of technology are critical to teaching and learning at all grade levels. To support this belief, each of our classrooms has access to Chromebooks and an Apple TV set up. All classrooms are WiFi enabled as we recognize that use of the internet is one technological key for students' success and, as such, plays an important role in hands-on learning, daily practical applications, and twenty-first century skills which are so important for each student's future.

To support our belief that participation in the visual and fine arts is a critical component in each child's educational program, Mission School offers band and choir programs, as well as multiple opportunities for all children to perform in grade-level and school-wide performances.

### PRINCIPAL'S MESSAGE

## 2021-22 School Overview

Children are a gift--each day that we see them engaged in learning alongside us, we recognize and are thankful for that gift! Our philosophy at Mission is much more than a slogan, much more than a sign we hang on the building - our philosophy, our community, and our teaching methods are our **PRIORITY**, and the success we see is the result.

At Mission Avenue Open School, we are committed to the idea that parents are an integral part of the learning experience, both inside and outside the classroom. Learning is best accomplished when teachers, parents, and students work as a team. Hand in hand, as part of the team, making academic choices, setting goals, and evaluating progress, students become responsible lifelong learners. We continuously encourage parent volunteerism, and those hours extend into our experiential learning activities where children are on single-day and multi-day field trips to take the learning outside of our four walls of the classroom. We call this an "Open Philosophy" and we are committed to it, because we know it works. We believe it is what's best for children. We welcome the participation of all families who embrace this philosophy, who recognize the remarkable, exciting, and distinguished learning community we've created at Mission Avenue Open School.

We are continuing our academic focus on K-2 guided reading and K-6 literacy and math using adopted materials, which support Common Core State Standards (CCSS) and rigorous instruction. We provide meaningful assessments that teach us more about what our students are capable of doing and what they are ready to do next. Staff are highly-skilled at engaging students in critical thinking on lessons, while continuing to guide children through learning experiences that are constructivist at the core.

At Mission Avenue Open School, we thrive by working with our community to engage children in rich learning experiences. We engage children in parent-funded learning experiences that take place outside of the classroom, and we ask children to make meaning of their learning and put it into action. Our philosophy stretches across every aspect of what we do. If you are interested in attending the school site on a regular basis and find that our philosophy is a good match for your child, we encourage you to call or visit our site and learn more. You can also email us at Margaret Terzich, Principal - [Margaret.Terzich@sanjuan.edu](mailto:Margaret.Terzich@sanjuan.edu).

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	49
Grade 2	76
Grade 3	52
Grade 4	53
Grade 5	86
Grade 6	67
<b>Total Enrollment</b>	<b>432</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	6.9
Black or African American	1.9
Filipino	0.7
Hispanic or Latino	14.6
Two or More Races	9.3
White	66.2
English Learners	15.3
Homeless	0.2
Socioeconomically Disadvantaged	29.2
Students with Disabilities	10.9

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.2	94.8	1679.2	71.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	21.0	0.9	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	49.3	2.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	297.3	12.7	12115.8	4.4
<b>Unknown</b>	1.0	5.2	291.3	12.5	18854.3	6.9
<b>Total Teaching Positions</b>	19.2	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

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

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

## 2020-21 Class Assignments

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

<b>Year and month in which the data were collected</b>	September, 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017: Benchmark-Advance 2017: Amplify ELA/ELD Grade 6	Yes	0.0
<b>Mathematics</b>	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt, Go Math	Yes	0.0
<b>Science</b>	2020: Twig Science	Yes	0.0
<b>History-Social Science</b>	2019: Studies Weekly - California Studies Weekly 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations	Yes	0.0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			0.00%

## School Facility Conditions and Planned Improvements

Mission Avenue Elementary School was modernized during 1995. A heating and air-conditioning upgrade was added during the summer of 2000. The modernization scope included roof/repair or replacement, interior, and exterior painting, new lighting, selected window system replacement, energy management system for the HVAC, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, throughout the school. Currently, there is sufficient space to house the student population. There is a site custodial staff that cleans the building, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, driveway resurfacing, and irrigation system retrofit continue to be a concern. The entire school was carpeted in 2003. Exterior painting of all facilities under Deferred Maintenance during Summer 2007. The area known as the "dust bowl" was irrigated and hydroseeded during Summer 2010.

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.

**Year and month of the most recent FIT report**

10/11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	255	NT	NT	NT	NT
<b>Female</b>	137	NT	NT	NT	NT
<b>Male</b>	118	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	16	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	39	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	18	NT	NT	NT	NT
<b>White</b>	172	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	81	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	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	255	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	118	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	16	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	39	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	172	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	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	255	254	99.61%	0.39%	64.96%
Female	136	136	100.00%	0.00%	71.32%
Male	119	118	99.16%	0.84%	57.63%
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00%	0.00%	31.25%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50%	2.50%	69.23%

<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00%	0.00%	66.67%
<b>White</b>	171	171	100.00%	0.00%	68.42%
<b>English Learners</b>	26	25	96.15%	3.85%	24.00%
<b>Foster Youth</b>		--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	93	81	87.10%	12.90%	50.62%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	44	100.00%	0.00%	47.73%

\*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.

<b>All Students</b>	255	253	99.22%	0.78%	42.69%
<b>Female</b>	136	136	100.00%	0.00%	44.85%
<b>Male</b>	119	0	98.32%	1.68%	40.17%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00%	0.00%	12.50%
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	40	39	97.50%	2.50%	43.59%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00%	0.00%	33.33%
<b>White</b>	171	170	99.42%	0.58%	46.47%
<b>English Learners</b>	26	25	96.15%	3.85%	20.00%
<b>Foster Youth</b>		--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	93	80	86.02%	13.98%	23.75%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	44	100.00%	0.00%	31.82%

\*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
<b>Science</b> (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
<b>All Students</b>	83	NT	NT	NT	NT
<b>Female</b>	48	NT	NT		
<b>Male</b>	35	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	15	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	51	NT	NT	NT	NT
<b>English Learners</b>	11	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	26	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	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

As critical partners in their child's education, parents are vital to the open-structured program at Mission Avenue. Parents work with staff to provide an environment that allows students to develop a love of learning that is reflected both at home and within the school community. Parents enhance their child's education by providing additional resources, skills, and talents before, during, and after school. At Mission Avenue Open School, we believe that when parents and teachers work together, students are motivated to reach their highest potential. Mission Avenue Open School has created a learning environment that includes the support and active participation of all parents. This is accomplished by their assistance in classroom, school, and/or at-home activities for a requested minimum two hours per week per child. Parents are also highly encouraged to consistently attend general programs and class meetings. Compacts (which outline parent, staff and student responsibilities) are signed yearly, affirming understanding of a commitment to our students' education, the school philosophy, and program. Parents participate in decision-making at parent meetings such as PTA, the English Learner Advisory Committee (ELAC), Regional LCAP (Local Control and Accountability Plan), and School Site Council meetings.

Parents assume responsibility for planning family education nights, family workdays, and family all-school events. Likewise, parents take full responsibility for planning all the fundraising activities that generate funds to purchase additional programs that enrich learning for all students.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school site at 916-575-5362 or email Margaret Terzich at [Margaret.Terzich@sanjuan.edu](mailto:Margaret.Terzich@sanjuan.edu).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	454	444	18	4.1
Female	228	225	10	4.4
Male	226	219	8	3.7
American Indian or Alaska Native	2	2	0	0.0
Asian	34	32	3	9.4
Black or African American	9	8	1	12.5
Filipino	3	3	0	0.0
Hispanic or Latino	67	65	3	4.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	40	40	2	5.0
White	299	294	9	3.1
English Learners	75	74	3	4.1
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	139	134	10	7.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	53	4	7.5

### 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
<b>Suspensions</b>	0.41	0.00	4.86	0.10	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.00	3.11	2.45
<b>Expulsions</b>	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 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	26		3	
1	27		2	
2	27		2	
3	26		3	
4	29		3	
5	34			2
6	29		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	27		2	
1	26		3	
2	27		2	
3	27		2	
4	29		3	
5	29		3	
6	30		2	

## 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		2	
1	25		2	
2	25		3	
3	26		2	
4	27		2	
5	48		1	2
6	67			3

## 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	

## 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)	0
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

## 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	11211	418	10793	77321.67
District	N/A	N/A	12200	\$77,529
Percent Difference - School Site and District	N/A	N/A	-12.2	-0.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	24.4	-9.1

## 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
<b>Beginning Teacher Salary</b>	\$46,561	\$50,897
<b>Mid-Range Teacher Salary</b>	\$69,093	\$78,461
<b>Highest Teacher Salary</b>	\$94,014	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$117,706	\$131,863
<b>Average Principal Salary (Middle)</b>	\$124,292	\$137,086
<b>Average Principal Salary (High)</b>	\$143,484	\$151,143
<b>Superintendent Salary</b>	\$294,991	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>All Students</b>	20458	1439	7.03	92.97	62.51
<b>Female</b>	9849	695	7.06	92.94	69.45
<b>Male</b>	10593	743	7.01	92.99	55.95
<b>American Indian or Alaska Native</b>	118	4	--	96.61	--
<b>Asian</b>	1771	139	7.85	92.15	61.59
<b>Black or African American</b>	1443	52	3.60	96.40	32.69
<b>Filipino</b>	168	18	10.71	89.29	77.78
<b>Hispanic or Latino</b>	5230	283	5.41	94.59	50.00
<b>Native Hawaiian or Pacific Islander</b>	131	6	4.58	95.42	--
<b>Two or More Races</b>	1575	104	6.60	93.40	62.50
<b>White</b>	10022	833	8.31	91.69	68.59
<b>English Learners</b>	3171	113	3.56	96.44	10.71
<b>Foster Youth</b>	113	11	9.73	90.27	36.36
<b>Homeless</b>	1934	74	3.83	96.17	27.03
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	10267	448	4.36	95.64	41.96
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	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
<b>All Students</b>	20459	1332	6.51	93.49	40.45
<b>Female</b>	9850	643	6.53	93.47	40.50
<b>Male</b>	10593	688	6.49	93.51	40.47
<b>American Indian or Alaska Native</b>	118	6	--	94.92	--
<b>Asian</b>	1771	123	6.95	93.05	54.17
<b>Black or African American</b>	1444	46	3.19	96.81	11.11
<b>Filipino</b>	168	20	11.90	88.10	55.00
<b>Hispanic or Latino</b>	5230	271	5.18	94.82	23.70
<b>Native Hawaiian or Pacific Islander</b>	131	5	3.82	96.18	--
<b>Two or More Races</b>	1575	98	6.22	93.78	44.90
<b>White</b>	10022	763	7.61		45.47
<b>English Learners</b>	3171	104	3.28	96.72	9.80
<b>Foster Youth</b>	113	10	8.85	91.15	--
<b>Homeless</b>	1934	66	3.41	96.59	9.09
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	10267	413	4.02	95.98	22.85
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	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.