

Starr King TK-8 School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

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.

2022-23 School Contact Information

School Name	Starr King TK-8 School
Street	4848 Cottage Way
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 971-7320
Principal	Gelika Harrison
Email Address	gharrison@sanjuan.edu
School Website	https://www.sanjuan.edu/starring
County-District-School (CDS) Code	34-67447-6034920

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message:

Starr King TK-8 School is preparing students to be ready for college, career and citizenship in the twenty-first century. During the strategic planning process, Starr King developed a mission, objectives, and three tactics to guide our work. The following tactics each have several action plans:

- We will design and implement a safe and nurturing, cohesive TK-8 program as a collaborative community in which all members are active contributors for the success of our students.
- We will design and implement a well-rounded K-8 instructional program that includes language arts, math, social studies, science, and technology inspired through the arts, that guarantees all students the opportunity to excel by monitoring student progress.
- We will actively engage and build relationships with the Starr King K-8 families and the community as valued partners in the educational process.

Mission Statement:

The mission of Starr King K-8 School, created collaboratively with staff, parents and community through site strategic planning, is as follows:

Celebrating diversity and the arts, the mission of Starr King K-8 School is to educate and empower every student to become an innovative, resilient, socially responsible citizen through a rigorous, well-rounded curriculum within a safe, collaborative, and nurturing community.

School Profile:

The curriculum provided at Starr King TK-8 School, a Title One School, is aligned to the California Common Core Standards, with a targeted focus on balanced literacy, foundational reading in K-1, writing, and English language development. The school supports cultural awareness and an awareness of students with special needs. Each year, an inclusion specialist provides awareness training to each class on people's strengths, special needs and talents. In addition, on a regular basis, the teachers and school counselor provide character education using multiple resources including, but not limited to diverse literature selections, We Have Skills, We Have Choices, Second Step, Mindfulness curriculum, Restorative Practices, special school activities, and connection with the Ralph Richardson Center. Starr King is in year six of Positive Behavior Intervention and Support (PBIS) implementation with a school-wide focus of teaching, modeling, and positively reinforcing prosocial skills and behavior. We are working to create a positive culture and school climate with parent and community engagement as a focus. Starr King's programs reflect the interests and needs of its students and community.

Starr King has a dedicated staff with teachers who are highly qualified. In addition to classroom teachers, staff members include: an academic coach, refugee coordinator, four intervention teachers, five English Language Development teachers supporting the English Language Learner program, 2.6 counselors, a .40 psychologist, two vice principals, a campus monitor to provide extra safety and support for staff and students. Teachers are continuing to implement Whole Brain Teaching strategies in their classroom, and several continue to integrate Education Through Music (ETM) into their teaching and learning. Teachers are also implementing both designated and integrated English Language Development (ELD) each day and are working on integrating Culturally and Linguistically Responsive Instruction to meet the needs of our diverse student population. Most teachers have been trained in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to the Common Core Standards and State Standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum. Writings in the field of brain research and standards-based instruction reinforce that by integrating the content areas and direct teaching of metacognitive strategies, learning is made more relevant and meaningful, thus insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. Although, as written, the GLAD model is intended for English language acquisition for English Language Learners, it is valuable for acquisition of language for all students. The structure, strategies, and classroom implications are invaluable in a multilingual setting.

Starr King has placed a strong emphasis on foundational reading skills in our TK-1 program. The Elementary and Secondary Education Act (ESEA) Section 1208(3) addresses the Essential Components of Reading Instruction: The term essential components of reading instruction means explicit and systematic instruction in

- (A) phonemic awareness
- (B) phonics
- (C) vocabulary development
- (D) reading fluency, including oral reading skills
- (E) reading comprehension strategies

In addition, Section 614(b)(4)(A) of IDEA (Individuals with Disabilities Education Act) states:

A child shall not be determined to be a child with a disability if the determinant factor is a lack of appropriate instruction in reading, including in the essential components of reading instruction as defined in Section 1208(3) of ESEA. With this in mind, we are providing professional learning for our K-1 teachers in assessment and data analysis, phonemic awareness and phonics instruction, and comprehension strategies. We are monitoring our students' progress and have set growth targets for all our K-1 students. At Starr King, our goal is to truly provide students with a balanced literacy approach in compliance with the national law.

In a safe and nurturing environment, Starr King continues to implement innovative educational initiatives, providing students with the necessary skills to be successful in the twenty-first century. Starr King offers a variety of activities and support, enriching the learning environment. They include:

- Bridges After-School Program
- Comprehensive Balanced Literacy
- TK-2 Reading Program
- Common Core Aligned Math Program
- Hands-on Science
- Title I Intervention Teachers, providing intervention for grades K-8
- Literacy Coaching for teachers
- English Language Development Teachers
- Positive Behavioral Intervention Supports System (PBIS)
- Guided Language Acquisition Design (GLAD)
- Student Recognition Activities and Events
- Music Specialist Class
- Art Specialist Class
- Outside Mentoring Opportunities
- Safe Schools Ambassadors
- Youth Mediators
- Project-Based Learning Electives
- After School Art and Music Clubs
- After School Sports

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- Leadership and Peer Mentoring
- PE with Specialists
- Field Trips
- Science Camp (week long)
- Family Resources
- Family Nights
- Culturally Responsive Instruction
- Whole Brain Teaching
- Education Through Music (ETM)
- Counseling Services
- Neighborhood Learning Project

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	76
Grade 2	101
Grade 3	97
Grade 4	84
Grade 5	76
Grade 6	93
Grade 7	71
Grade 8	90
Total Enrollment	763

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.3
Asian	37.6
Black or African American	11.5
Filipino	0.1
Hispanic or Latino	15.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.3
White	27.5
English Learners	57.7
Foster Youth	0.4
Homeless	6.0
Migrant	0.1
Socioeconomically Disadvantaged	88.2
Students with Disabilities	8.0

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

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)	32.10	80.00	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.89	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	297.30	12.72	12115.80	4.41
Unknown	6.80	17.06	291.30	12.46	18854.30	6.86
Total Teaching Positions	40.20	100.00	2338.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	37.50	80.65	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.56	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	243.50	9.78	11953.10	4.28
Unknown	7.80	16.77	199.10	8.00	15831.90	5.67
Total Teaching Positions	46.50	100.00	2491.10	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.10	0.20
Vacant Positions	0.00	1.00
Total Teachers Without Credentials and Misassignments	1.10	1.10

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.00	1.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 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: <https://www.sanjuan.edu/Page/23518>. 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 Grades K-5 2017: Amplify ELA/ELD Grades 6-8	Yes	0.0
Mathematics	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt - Go Math	Yes	0.0
Science	2020: Twig Science, Grades K-5 2019: Amplify Education-Amplify Science-Grade 6-Earth Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 7-Life Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 8-Physical Science-All Investigation Notebooks	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations 2019; McGraw-Hill - Impact California Social Studies-World History and Geography-Medieval and Early Modern Times 2019: McGraw-Hill - Impact California Social Studies-United States History and Geography-Growth and Conflict	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.00%

School Facility Conditions and Planned Improvements

The first phase of modernization at Starr King Middle School was completed in 1997. The scope of work included: roof repair/replacement, new doors and hardware, new lighting, upgraded electrical service and interior and exterior paint. The last phase, which began in the spring of 2002, included modernization of rooms not covered in the first phase plus new school-wide heating and air conditioning. New lockers have been installed in both the boys' and girls' locker rooms. In August 2004 the parking lot was resurfaced and speed bumps added. Currently, there are enough classrooms to house the student population. Some restrooms were refurbished during modernization and made handicapped accessible. Each classroom has a fire and intrusion monitoring and alarm system, telephone, and Internet connections. There is a site custodial staff that keeps the buildings clean. The district provides landscape maintenance and support to keep all the school systems functioning. The school is concerned about the condition of the play fields, the flow of traffic onto adjacent streets after school, the lack of sufficient inside PE facilities, and the adequacy of storage space for equipment and supplies.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in August 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

09/12/2022

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	12	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	29	N/A	33

2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	526	483	91.83	8.17	12.27
Female	264	241	91.29	8.71	14.17
Male	262	242	92.37	7.63	10.37
American Indian or Alaska Native	--	--	--	--	--
Asian	188	165	87.77	12.23	4.24
Black or African American	63	59	93.65	6.35	13.56
Filipino	--	--	--	--	--
Hispanic or Latino	87	83	95.40	4.60	17.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	15.79
White	143	132	92.31	7.69	17.42
English Learners	294	262	89.12	10.88	3.07
Foster Youth	0	0	0.00	0.00	0.00
Homeless	33	33	100.00	0.00	18.18
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	442	409	92.53	7.47	9.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	4.55

2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	528	512	96.97	3.03	6.84
Female	266	256	96.24	3.76	5.86
Male	262	256	97.71	2.29	7.81
American Indian or Alaska Native	--	--	--	--	--
Asian	188	186	98.94	1.06	5.38
Black or African American	64	59	92.19	7.81	6.78
Filipino	--	--	--	--	--
Hispanic or Latino	88	85	96.59	3.41	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	0.00
White	143	140	97.90	2.10	11.43
English Learners	295	293	99.32	0.68	3.41
Foster Youth	0	0	0.00	0.00	0.00
Homeless	33	33	100.00	0.00	3.03
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	443	435	98.19	1.81	6.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	41	89.13	10.87	2.44

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	6.1	--	30.55	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	164	95.35	4.65	6.1
Female	87	82	94.25	5.75	6.1
Male	85	82	96.47	3.53	6.1
American Indian or Alaska Native	0	0	0	0	0
Asian	61	60	98.36	1.64	0
Black or African American	18	17	94.44	5.56	11.76
Filipino	0	0	0	0	0
Hispanic or Latino	36	34	94.44	5.56	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	46	43	93.48	6.52	9.3
English Learners	88	87	98.86	1.14	0
Foster Youth	0	0	0	0	0
Homeless	11	11	100	0	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	140	96.55	3.45	3.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87.5	91.7	91.7	95.8	91.7
Grade 7	97.9	97.9	100	97.9	97.9

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.

2022-23 Opportunities for Parental Involvement

PARENT INVOLVEMENT

The following activities are very successful because of the staff and parent commitment: book fairs, harvest festival, field trips, classroom activities, playground supervision, and family nights.

Parents of Starr King students are provided several opportunities for involvement including Neighborhood Learning Project, parent listening sessions, School Site Council, English Language Advisory Committee (ELAC), field trips, family events, classroom volunteering and more.

The Starr King TK-8 School Site Council serves as an advisory group to monitor the implementation and assess the effectiveness of the School-Based Coordination Program. Four parents serve as members of this group.

Parents are represented on the Starr King School Safety Committee that addresses issues relating to creating a safe physical and psychological environment which nurtures students.

Parents from Starr King serve as representatives on the Superintendent's Parent's Advisory Committee (SPAC), English Language Advisory Committee (ELAC), District Language Advisory Committee (DELAC) and District Advisory Committee (DAC).

Starr King strives to maintain ongoing parent communication. A newsletter is distributed to all K-8 students and posted on our website once a month. Weekly folders are sent home with K-3 students. In grades 4-8, parents are encouraged to check their student's "Binder Reminder," a daily organizer provided for every student. School-to-home communication for all grades also occurs through a mid-trimester school-wide progress report, trimester report cards, and by individual and all teacher conferences. Parents may also view attendance, grades and assignments through teacher websites and on Q, our district's student information system.

CONTACT INFORMATION

2022-23 Opportunities for Parental Involvement

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Jennifer Hamilton at the Starr King school office at (916) 971-7318.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	971	886	398	44.9
Female	467	426	193	45.3
Male	504	460	205	44.6
American Indian or Alaska Native	6	6	6	100.0
Asian	365	343	102	29.7
Black or African American	113	96	62	64.6
Filipino	1	1	1	100.0
Hispanic or Latino	143	127	79	62.2
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	61	59	39	66.1
White	278	250	105	42.0
English Learners	568	536	162	30.2
Foster Youth	5	3	1	33.3
Homeless	73	58	47	81.0
Socioeconomically Disadvantaged	843	778	340	43.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	90	78	50	64.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.87	3.11	2.45
Expulsions	0.00	0.03	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.14	0.10	4.48	0.20	3.17
Expulsions	0.00	0.10	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.14	0.10
Female	4.28	0.00
Male	11.71	0.20
American Indian or Alaska Native	0.00	0.00
Asian	5.21	0.00
Black or African American	12.39	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.84	0.00
White	7.55	0.36
English Learners	5.46	0.00
Foster Youth	0.00	0.00
Homeless	10.96	0.00
Socioeconomically Disadvantaged	8.19	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

2022-23 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.

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	24		4	
1	26		4	
2	26		3	
3	20	1	3	
4	22	1	3	
5	20	1	2	
6	27	2	15	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		3	
1	25		4	
2	23	1	4	
3	22	1	3	
4	22	1	3	
5	24	1	3	
6	36	1	7	5

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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		3	
1	25		3	
2	25		4	
3	30		3	1
4	28		3	
5	25		3	
6	22	6	18	1

2021-22 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	381.5

2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	12179	4801	7378	\$70,756.00
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	6.3	-10.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	11.2	-18.7

2021-22 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>.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,081
Mid-Range Teacher Salary	\$69,093	\$77,514
Highest Teacher Salary	\$94,014	\$105,764
Average Principal Salary (Elementary)	\$117,870	\$133,421
Average Principal Salary (Middle)	\$126,658	\$138,594
Average Principal Salary (High)	\$142,797	\$153,392
Superintendent Salary	\$303,841	\$298,377
Percent of Budget for Teacher Salaries	33%	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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	3