

Will Rogers Middle 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	Will Rogers Middle School
Street	4924 Dewey Drive
City, State, Zip	Fair Oaks CA, 95628
Phone Number	(916) 971-7889
Principal	Allison Kozel
Email Address	allison.kozel@sanjuan.edu
School Website	https://www.sanjuan.edu/rogers
County-District-School (CDS) Code	34-67447-6034870

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

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SCHOOL PROFILE

Will Rogers Middle School prides itself on being a diverse learning community, and is home to an Independent Living Skills (ILS) Program.

Will Rogers Middle School governance is an inclusive decision-making process created to maintain formal and effective decision making procedures for creating and implementing policies which support the school's mission and core values. The foundation of the school's governance is founded on the following conditions:

- Committee decisions are made by committees and not by individuals.
- Members represent the entire school community.
- Procedures reflect the democratic process.
- Each committee represents a forum created specifically for dealing with issues of concern.
- All decisions are scrutinized to insure they support of the vision, mission, and core values.
- All committee members share responsibility for decision outcomes.
- Committee business is clearly communicated to the entire school community.
- The committee process insures an equal opportunity of expression by members of the school community.
- Decisions promote continuous school-wide instructional, curricular, and process choices that will have positive effects on student academic achievement and behavior.

MISSION STATEMENT

The mission of Will Rogers, a student-centered middle school that values diversity, is to inspire every student to achieve their highest potential, grow in self confidence, and be college and career ready through meaningful learning experiences, challenging innovative instruction, and strong partnerships with students, staff, parents, and the community.

SCHOOL STRATEGIC PLANNING COMMITTEE

The Will Rogers Middle School Strategic Planning Committee is identified under the governance structure of the school, as the Strategic Planning Team. This committee meets as needed and is comprised but not limited to the members of our

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administrative team, teaching staff, classified staff members, students, and community members. The Strategic Planning Team was established as part of the school's overall governance structure in 2014. The Strategic Planning Team makes recommendations on policy and procedures as it relates to school climate and safety of students, staff and the community as a whole. The Strategic Planning Team takes recommendations forward to both the school's Leadership Committee and School Site Council for final approval on any new policies or procedures.

Representatives:

- Parents
- Students
- A Representative from each Department
- Administrator
- Custodial Staff
- Counselor
- Classified Representative
- Security Representative
- Leadership Team Members

Selection Process:

Department leaders and Principal recruit committee members to serve on the committee.

Term of Service:

The maximum consecutive years a member may be on the committee is five years.

Responsibilities

- We will always operate schools which are physically and emotionally safe with environments conducive to learning.
- School and program plans will always be aligned with the Strategic Plan of the district.
- We will not tolerate behavior or language which demeans the dignity or worth of any individual or group.
- No program or service will be retained unless it makes an optimal contribution to the mission and benefits continue to justify the costs.
- We will not tolerate ineffective performance by any staff member.

No new program or service will be accepted unless:

- It is consistent with the strategic plan.
- Its benefits clearly justify the costs.
- Provisions are made for professional development, program evaluation, and communication with constituents.

Scope of Authority:

1. Only designated representatives may vote.
2. Final recommendations require 100% approval from voting members in attendance.
3. The committee will make recommendations to the Leadership Team and School Site Council for approval before implementation of any school wide program(s).

Leader:

Principal and Internal Coordinator

Control of Agenda:

A trained district facilitator will help guide the committee through this process.

Tactics: The committee will support the school's vision, mission, core values, and academic improvement plan by:

1. We will enrich each curricular area by effectively integrating technology into teaching and learning in every classroom.
2. We will ensure staff employs effective instructional practices to maximize student achievement.
3. We will create and implement a system for monitoring and evaluating student's academic and behavioral performance.
4. We will build trusting relationships with students, families, and the community to create a unified collaborative and safe environment.

Collection of Data Relevant to Scope of Authority:

- On-Site suspension/Home suspension referrals
- Success and participation in academics
- Custodial inspection
- ADA

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- Surveys
- Process Data

Attendance: Regular attendance is expected at all scheduled meetings. Members will be responsible for sending an alternate in case of absence. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per month or as needed.

Core Outcomes for Students

As a natural result of successful completion of his or her course of study:

- Students will develop the values and skills to participate as responsible citizens in a democratic society.
- Students will develop the necessary core content skills and knowledge, including critical thinking, problem solving, and information processing to prepare for life-long learning and achievement.
- Students will develop confidence in their abilities to achieve at high levels both academically and socially.
- Students will develop the ability to contribute to, understand, utilize, and appreciate multicultural expressions of and professional options in the visual, performing, and industrial arts.

Core Beliefs about the Conditions for Learning

As fundamental tenets of the learning process, the school community believes that:

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways and at varied paces.
- Education is the shared responsibility of students, families, teachers, staff, and community.
- Quality education expands opportunities throughout a person's life.
- Challenging people to meet high expectations leads to exceptional learning and remarkable results.
- Nurturing relationships and healthy environments are necessary for individuals to thrive.
- Diversity is a valuable asset that strengthens and enriches our community.
- Personal development and community well-being depend on individual responsibility.
- Everyone benefits when people willingly contribute to the well-being of others.
- Honesty and integrity are essential to build trusting relationships.
- Access to a quality public education is essential to our democracy.

Core Commitments About How We Operate Together

As fundamental tenets about working together, the school community believes that:

- Success, while being encouraged, expected, celebrated, valued, appreciated, and cultivated is the result of hard work and preparation that includes feedback for improved performance; failure is not a statement of capability.
- Through reflection upon the results of multiple assessments, the school community will strive for personal, professional, and academic growth and improvement.
- The entire school community will practice open, honest, and respectful communication that contributes to a safe and inclusive environment.
- The school community shares accountability for student outcomes and improvement options.
- Safety nets are in place to aid each student's progress toward expected achievement targets.

At Will Rogers Middle School safety is our first priority. All students deserve to learn in an environment that is free from distraction in which they feel safe and protected. We believe that nothing should get in the way of the academic achievement of students.

Will Rogers Middle School believes that it is the responsibility of students, parents and staff to assist students in becoming lifelong learners who are prepared to be productive citizens at the completion of high school.

Students are expected to follow the Positive Behavioral Invention and Supports (PBIS) on a daily basis:

- I. Be Ready
- II. Be Kind
- III. Be Safe
- IV. Be Responsible

The School Strategic Planning Committee reviewed data from numerous sources to develop appropriate goals and objectives for the Strategic and Safe School Plan.

OBJECTIVES:

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- All students will demonstrate continual growth toward Common Core Standards through multiple measures of assessment.
- Upon transition to high school, every student will acquire and apply college and career readiness skills, including critical thinking, problem solving, collaboration, written and oral communication.
- In order to become contributing, responsible and caring members of our diverse community, all students will consistently demonstrate the character traits of the Mustang 4: Be Safe, Be Kind, Be Ready, Be Respectful/

AREAS OF PRIDE AND STRENGTH

Will Rogers Middle School believes that students are the greatest resource for establishing a positive learning environment that promotes a safe school for students and staff. The school's Associated Student Body (ASB) organization is a pivotal group of student leaders that organize and promote multiple positive activities on campus that includes but is not limited to, positive youth development assemblies, multi-cultural events, community service projects, and overall leadership development for students.

Many of the Will Rogers Middle School students are actively involved in our student clubs or athletic programs through our partnership with the park and recreation department. These clubs include the following: Wrestling Club, AVID, Student Government Rep Council, and Club LIVE. These clubs give students an opportunity to engage and connect to the school.

Will Rogers Middle School also offers a comprehensive academic and behavioral counseling center. All students have access to a counselor that helps monitor and work with students during their three year enrollment at our school. Our counselor provides direct instruction to classes through their career units. Our counselor also assists students when crisis situations arise.

- 1 We will foster student-led goal setting and provide opportunities for evaluation of academic and behavioral objectives.
2. We will employ innovative instructional practices to maximize student achievement and engagement
3. We will continue to build trusting relationships with students, families and the community to create a unified collaborative and safe environment.

The Will Rogers Safe School Plan will be shared with the public through various means that include but not limited to the follow:

- The School Strategic Planning Team will be notified of publication, and be given a hard copy of the plan.
- The School Leadership Team and School Site Council will review and approve the plan by the end of February.
- The Safe School Plan will be posted on the Will Rogers Middle School Web page for the community to view.
- The Safe School Plan will be located in the Site Emergency Plan Binder.
- The district will be sent one electronic copy for the Safe Schools office.

On an annual basis, our School Site Council and School safety committee will evaluate and review the prior year's Safe School Plan. This process will involve meeting to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Section VI. It is the intent of Will Rogers Middle School is to have the Safe School Plan be a document that will be a working and fluid plan that can be adjusted as the needs change on a middle school campus.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	198
Grade 7	193
Grade 8	205
Total Enrollment	596

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.5
Asian	4.9
Black or African American	8.4
Filipino	1.0
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	9.6
White	41.8
English Learners	12.8
Foster Youth	0.7
Homeless	7.6
Migrant	0.0
Socioeconomically Disadvantaged	68.6
Students with Disabilities	18.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	15.50	59.18	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)	2.00	7.87	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	8.60	32.99	291.30	12.46	18854.30	6.86
Total Teaching Positions	26.10	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)	25.20	79.91	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)	1.70	5.47	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.63	243.50	9.78	11953.10	4.28
Unknown	3.70	11.96	199.10	8.00	15831.90	5.67
Total Teaching Positions	31.60	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	2.00	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	1.70

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	0.80
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.80

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)	9.10	4.50
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 Amplify ELA/ELD, California edition (digital)	Yes	0.0
Mathematics	2015 Houghton Mifflin Mathematics - Go Math	Yes	0.0
Science	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: 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
Health	2007 Glencoe McGraw-Hill: Teen Health Course 2	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.		0.00%

School Facility Conditions and Planned Improvements

Modernization at Will Rogers Middle School was completed in 2000. The scope of work included: roof repair/replacement, new doors and hardware, new lighting, upgraded electrical service, new heating and air conditioning systems, and interior/exterior paint. There are enough classrooms to house the student population. All restrooms were refurbished during modernization and some were made handicapped accessible. In 2006 under Measure J Bond, the science rooms were upgraded with cabinets, counters, power, gas, flooring and paint. Each classroom has fire and intrusion monitoring and alarm system, telephone, and internet connections. Under Deferred Maintenance in 2006, the hard court was overlaid. There is a site custodial staff who keeps the building 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 and the hard courts, the lack of sufficient inside space for PE, the lack of conference facilities, and the availability of storage space for equipment and supplies. Roofing was replaced in summer 2007 under Measure J Bond. Summer 2010 brought a new look to the front of Will Rogers. Measure J provided the funding needed to rework the parking lot, lighting, ADA, landscaping and irrigation. The school face-lift provided much needed improvements to the school setting.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2020 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

Year and month of the most recent FIT report

10/13/2022

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	34	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	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	604	561	92.88	7.12	34.11
Female	275	254	92.36	7.64	41.83
Male	329	307	93.31	6.69	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	35	29	82.86	17.14	34.48
Black or African American	50	45	90.00	10.00	28.89
Filipino	--	--	--	--	--
Hispanic or Latino	194	187	96.39	3.61	28.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	56	94.92	5.08	37.50
White	252	232	92.06	7.94	36.96
English Learners	83	70	84.34	15.66	1.43
Foster Youth	--	--	--	--	--
Homeless	43	40	93.02	6.98	28.21
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	412	386	93.69	6.31	30.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	114	107	93.86	6.14	11.32

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	604	560	92.72	7.28	19.68
Female	275	256	93.09	6.91	19.61
Male	329	304	92.40	7.60	19.74
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	17.65
Black or African American	50	41	82.00	18.00	12.20
Filipino	--	--	--	--	--
Hispanic or Latino	194	183	94.33	5.67	13.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	52	88.14	11.86	28.85
White	252	236	93.65	6.35	22.88
English Learners	83	79	95.18	4.82	3.80
Foster Youth	--	--	--	--	--
Homeless	43	38	88.37	11.63	13.16
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	412	380	92.23	7.77	16.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	114	104	91.23	8.77	7.69

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	24.86	--	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	193	187	96.89	3.11	24.86
Female	81	79	97.53	2.47	22.08
Male	112	108	96.43	3.57	26.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100	0	17.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	20
White	78	74	94.87	5.13	36.49
English Learners	16	16	100	0	0
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	121	97.58	2.42	21.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.1	6.9	7.69

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 7	94.3	95.1	79.7	93.5	95.9

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

Parents are an integral part of the learning environment and school community at Will Rogers. They assist in complete functionality and operation of the school.

- Parents provide daily and special event supervision during non-instructional time
- Parent Teacher Club (PTC) - assists with the school and community connection, provides positive incentives for school-wide Positive Behavior System; provides materials and supplies for school and classroom functions, and donations for programs and organizations.
- English Language Advisory Committee (ELAC)- assists school in developing, maintaining, analyzing, creating and deciding appropriate learning environment for English language learners.
- Home/School Communication – The Will Rogers website, Facebook, and individual teacher websites
- School Site Council - aids in creating, maintaining, developing and enriching the school learning environment and community.
- Volunteers – Volunteers have also helped by assisting in the library and with computers, chaperoning field trips and dances, participating in the Parent Teacher Club, working in classrooms, and helping with fundraisers.

For more information on parent involvement please contact Allison Kozel at allison.kozel@sanjuan.edu or by calling the office 916-971-7889.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	680	657	301	45.8
Female	312	303	129	42.6
Male	368	354	172	48.6
American Indian or Alaska Native	4	4	2	50.0
Asian	35	35	11	31.4
Black or African American	61	56	33	58.9
Filipino	8	7	2	28.6
Hispanic or Latino	216	208	90	43.3
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	69	67	36	53.7
White	282	275	123	44.7
English Learners	101	99	37	37.4
Foster Youth	5	3	2	66.7
Homeless	63	57	34	59.6
Socioeconomically Disadvantaged	472	456	228	50.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	134	128	71	55.5

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 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	6.26	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	14.56	0.10	4.48	0.20	3.17
Expulsions	0.00	0.29	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.56	0.29
Female	11.86	0.64
Male	16.85	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.86	0.00
Black or African American	21.31	0.00
Filipino	0.00	0.00
Hispanic or Latino	16.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.49	1.45
White	13.83	0.35
English Learners	13.86	0.00
Foster Youth	0.00	0.00
Homeless	20.63	1.59
Socioeconomically Disadvantaged	16.10	0.42
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.91	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. .

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	14	9	5
Mathematics	24	9	11	4
Science	30	1	8	7
Social Science	22	8	11	2

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	8	5
Mathematics	24	8	9	4
Science	27	4	6	6
Social Science	24	5	10	2

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	14	9	1
Mathematics	21	10	13	
Science	27	2	12	1
Social Science	19	13	6	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	331.11

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)	1.8
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	12411	4900	7511	\$79,821.96
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	8.0	2.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	13.0	-6.7

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