

San Juan School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



San Juan School
HOME OF THE MOUNTAIN LIONS

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.

2025-26 School Contact Information

School Name	San Juan School
Street	100 Nyland Dr
City, State, Zip	San Juan Bautista
Phone Number	(831) 623-4538
Principal	Ethan Stocks
Email Address	estocks@asjUSD.org
School Website	https://www.asjUSD.org/o/san-juan-school
Grade Span	K-8
County-District-School (CDS) Code	CA

2025-26 District Contact Information

District Name	Aromas-San Juan Unified School District
Phone Number	(831) 623-4500
Superintendent	Dr. Barb Dill-Varga
Email Address	bdillvarga@asjUSD.org
District Website	https://www.asjUSD.org/

2025-26 School Description and Mission Statement

Mission Statement: To inspire and guide every student to extraordinary achievement every day.

San Juan School serves students and families from San Juan Bautista and the surrounding rural areas. It is a gateway to our historic town, surrounded by the rich agricultural land and rolling foothills that define our area. It is located near prominent natural and cultural sites, including Mission San Juan Bautista, El Teatro Campesino, Fremont Peak State Park, Pinnacles National Park, the San Andreas fault line, and the Juan Bautista De Anza Historic Trailhead.

San Juan School supports students by providing:

- 1) An Expanded Learning Opportunity Program (ELOP), ASJ+, that allows students to remain on campus after school every day from 2:45 to 6:00 PM
- 2) Positive Behavior Intervention and Supports (PBIS)
- 3) After school athletics for middle school students
- 4) A variety of supplemental technology programs, including ST Math, Reflex Math, Footsteps to Brilliance, Lexia, STAR 360, and i-Ready;
- 5) A robust Special Education program offering Speech services, Occupational Therapy (OT), and Resource support (RSP);
- 6) An after school theater program for students in 3rd-8th grade

San Juan School has implemented a Multi-Tiered System of Support (MTSS), so that all students' needs are identified and addressed. Systems are in place to support students academically, physically, developmentally, and in social-emotional areas. In addition to Positive Behavior Intervention and Support (PBIS), San Juan School uses Second Step, a social-emotional learning curriculum, in every classroom.

At San Juan School, we value professional learning and collaboration. Thursday afternoons are dedicated to staff collaboration and professional development. Professional Learning Teams (PLTs) meet regularly to review student progress, analyze data, share best practices, and improve instruction.

We are committed to working together with members of the school community to ensure that every student achieves mastery of a rich, diverse, culturally responsive, and age appropriate curriculum. Students are guided in thinking analytically and critically,

2025-26 School Description and Mission Statement

applying their knowledge, and using a variety of technological tools. Students also learn to be able to communicate fluently, both orally and in writing, to express their thoughts coherently and efficiently.

The San Juan School community works together to educate students who will:

- Achieve academically
- Demonstrate social and emotional resiliency
- Develop a life-long love of learning
- Think critically about real-world problems and develop possible solutions
- Adapt successfully to the changing world around them
- Honor their own language and culture while developing an appreciation for other languages and cultures
- Respect themselves, each other, adults, and the environment
- Live healthy, active lives

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	22
Grade 2	25
Grade 3	46
Grade 4	38
Grade 5	24
Grade 6	37
Grade 7	41
Grade 8	36
Total Enrollment	298

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	56
American Indian or Alaska Native	1
Asian	1.3
Black or African American	1
Filipino	0.7
Hispanic or Latino	72.8
Two or More Races	1.7
White	19.5
English Learners	35.2
Homeless	4
Migrant	9.4
Socioeconomically Disadvantaged	59.7
Students with Disabilities	17.8

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.

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)	15.6	100	45	93.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	2.42	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	2.06	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.8	1.67	15831.9	5.67
Total Teaching Positions	15.6	100	47.9	100	279044.8	100

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.

2022-23 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)	14.5	85.75	42.1	87.11	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	8.34	2.8	5.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.91	2.4	5.12	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.9	1.92	14303.8	5.15
Total Teaching Positions	16.9	100	48.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	16.3	89.07	42.8	85.35	230039.4	100
Intern Credential Holders Properly Assigned	1	5.46	1.4	2.83	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.46	4.4	8.95	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.1	0.28	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.2	2.53	13705.8	4.91
Total Teaching Positions	18.3	100	50.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	1.4	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.4	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	1	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	13.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan School utilizes curricular resources that are approved by the California Department of Education and adopted by the Aromas San Juan Unified School District Board of Trustees.

English Language Arts and English Language Development:
Grades K-5 use HMH Into Reading.
Grades 6-8 use McGraw Hill (Study Sync).

Mathematics:
K-8 are using Savvas Math curriculum.

History Social Science:
Grades K-5 use Studies Weekly
Grades 6-8 us Teacher's Curriculum Institute (TCI)

Science:
Grades K-8 use Savvas Elevate Science

Transitional Kindergarten uses Frogstreet curriculum in all subject areas.

Year and month in which the data were collected

September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: HMH Into Reading - 2025 6-8: McGraw Hill (Study Sync) - 2024	0
Mathematics	K- 8: Savvas EnVision Math - 2022	0
Science	K-8: Savvas Elevate Science - 2022	0
History-Social Science	K-5: Studies Weekly - 2024 6-8: Teacher's Curriculum Institute (TCI) - 2024	0

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

School Facility Conditions and Planned Improvements

San Juan School campus has 14 classrooms, a gymnasium, a library, a front office, and a cafeteria. Each classroom has mobile computer cart with enough devices for every student. There are three primary outdoor play areas.

District personnel conduct an annual walkthrough to ensure that all facilities are safe, clean, and functional. Additionally, the principal conducts periodic campus walkthroughs with custodial staff to identify and address facilities issues, safety concerns, and necessary improvements.

The district makes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

Year and month of the most recent FIT report

September 2025

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	31	42	38	47	48
Mathematics (grades 3-8 and 11)	17	21	25	27	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	225	222	98.67	1.33	31.08
Female	96	95	98.96	1.04	36.84
Male	129	127	98.45	1.55	26.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	159	98.76	1.24	28.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	47	97.92	2.08	38.30
English Learners	81	79	97.53	2.47	13.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	1.59	23.39
Students Receiving Migrant Education Services	19	19	100.00	0.00	10.53
Students with Disabilities	39	38	97.44	2.56	10.53

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	225	222	98.67	1.33	20.72
Female	96	95	98.96	1.04	20.00
Male	129	127	98.45	1.55	21.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	159	98.76	1.24	18.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	47	97.92	2.08	34.04
English Learners	81	79	97.53	2.47	8.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	1.59	15.32
Students Receiving Migrant Education Services	19	19	100.00	0.00	0.00
Students with Disabilities	39	38	97.44	2.56	7.89

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.55	30.36	23.5	27.48	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	31.58
Female	22	21	95.45	4.55	28.57
Male	36	36	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	43	97.73	2.27	20.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	19	95.00	5.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	34	97.14	2.86	17.65
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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
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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.

2025-26 Opportunities for Parental Involvement

San Juan School encourages parents/guardians to play an active role in their child's education. There are many opportunities to be involved, including volunteering in a classroom, chaperoning a field trip, supporting a book fair, coaching middle school athletics, participating in school-wide activities and assemblies, attending Home & School Club meetings, serving on the School Site Council, and attending English Learner Advisory Committee (ELAC) meetings and/or District English Learner Advisory Committee (DELAC) meetings.

Parents/guardians are responsible for making sure their children arrive to class on-time and prepared to learn. Parents/guardians are expected to monitor their child's homework assignments and communicate with their child's teacher.

Parent-Teacher Conferences (PTC) are scheduled for every student in the Fall trimester and again, if needed, in the Spring. However, if there are concerns about student learning, behavior, and/or social-emotional well-being, parents/guardians may contact their child's teacher at any time.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	309	64	20.7
Female	141	132	26	19.7
Male	190	177	38	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	241	228	51	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	61	57	10	17.5
English Learners	131	126	25	19.8
Foster Youth	--	--	--	--
Homeless	20	19	5	26.3
Socioeconomically Disadvantaged	215	205	49	23.9
Students Receiving Migrant Education Services	29	29	7	24.1
Students with Disabilities	66	61	17	27.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.52	2.95	4.23	2.21	3.56	3.47	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.28	0	0	0.1	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.23	0.00
Female	0.71	0.00
Male	6.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.56	0.00
English Learners	5.34	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	3.72	0.00
Students Receiving Migrant Education Services	13.79	0.00
Students with Disabilities	6.06	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive School Safety Plan (CSSP) is updated annually by the San Juan School Site Council, which serves as a site safety team. In addition to describing our policies and procedures for campus safety and emergency response, the plan includes annual goals and metrics for growth.

The facilities at San Juan School support teaching and learning, and provide a safe, clean environment for students, staff, visitors, and volunteers. A scheduled maintenance program is administered by the Aromas-San Juan Unified School District facilities manager to ensure that school facilities are well maintained. A work order process is used to ensure efficient service and guarantee that emergency repairs completed as soon as possible. The campus is cleaned daily by our custodial staff.

Safety drills are conducted on a regular basis: earthquake drills are conducted throughout the year, lock-down drills are conducted twice a year, and fire drills are conducted each month, per the District Safety Plan and CDE expectations. All classrooms have emergency backpacks. All students have an emergency card on file in our student information system (Aeries) that contains information, including emergency phone contacts, medical allergies, and other information that would be vital in an unexpected situation.

All visitors must sign in and enter through campus the front office between during school hours (7:45 AM and 3:30 PM). All visitors receive a personalized badge, which must be displayed at all times while s/he is on campus.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	2	0	0
1	23	1	1	0
2	18	1	1	0
3	9	3	0	0
4	20	2	0	0
5	18	2	0	0
6	18	10	0	0
Other	6	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	2	0	0
1	13	2	0	0
2	15	3	0	0
3	20	1	1	0
4	8	3	0	0
5	19	2	0	0
6	20	10	0	0
Other	7	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	2		
1	22		1	
2	25		1	
3	23		2	
4	19	2		
5	24		1	
6	19	10		

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.33
Social Worker	.40
Nurse	.06
Speech/Language/Hearing Specialist	.80
Resource Specialist (non-teaching)	1.5
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,918	\$2,356	\$6,562	\$77,044
District	N/A	N/A	\$10031	\$87,077
Percent Difference - School Site and District	N/A	N/A	-41.8	-3.9
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-48.6	-2.1

Fiscal Year 2024-25 Types of Services Funded

San Juan School receives state and federal categorical resources from Title I and Title III grants, unrestricted lottery, Rural and Low Income (REAP) funds, the Arts and Music Instructional Materials Block Grant, the Expanded Learning Opportunities Program (ELOP), the Local Control Funding Formula (LCFF), and Proposition 28 - Arts and Music in Schools.

These funds support a wide variety of programs and services, including professional development and collaboration time for teachers/staff; after school intervention in Reading and Math; after school engagement activities; murals, banners, and campus beautification activities to support leadership development; Positive Behavior Intervention and Support (PBIS) activities; social emotional wellness activities and resources; childcare for parent meetings; family literacy activities; college/career awareness activities; and an after school theater program.

The School Plan for Student Achievement (SPSA) outlines the detailed site goals and expenditures.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$54,554	\$54,773
Mid-Range Teacher Salary	\$83,065	\$78,981
Highest Teacher Salary	\$119,373	\$117,337
Average Principal Salary (Elementary)	\$151,665	\$128,425
Average Principal Salary (Middle)	\$151,665	\$137,947
Average Principal Salary (High)	\$143,354	\$138,809
Superintendent Salary	\$203,335	\$176,162
Percent of Budget for Teacher Salaries	25.26%	24.71%
Percent of Budget for Administrative Salaries	7.95%	5.91%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3.5