

Dyer-Kelly Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Dyer-Kelly Elementary School
Street	3101 Bell Street
City, State, Zip	Sacramento, CA, 95821
Phone Number	(916) 566-2150
Principal	Gianfranco Tornatore
Email Address	gianfranco.tornatore@sanjuan.edu
Website	http://www.sanjuan.edu/dyerkelly
County-District-School (CDS) Code	34-67447-6034524

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

School Description and Mission Statement (School Year 2019-20)

Dyer-Kelly Elementary Mission Statement:

Dyer-Kelly's mission is to provide a psychologically safe place where students, parents, and teachers work collaboratively to provide a nurturing learning environment that enables all learners to reach their full potential. Students will thrive in our diverse community by taking personal responsibility for their education and developing healthy, supportive relationships with others in our community of learners. We believe our students can:

- Effectively communicate their thoughts and feelings
- Resolve conflicts peacefully and ethically
- Work collaboratively with others
- Contribute positively to their communities
- Think critically and creatively
- Excel at the Common Core Standards and be on the path to be career, college, and citizen ready.

Dyer-Kelly Elementary Guiding Principles:

In careful contemplation, each individual is expected to think (ROAR) before they act. In doing so, students and staff all understand the guiding principles of what it means to ROAR--we are:

- Respectful
- Own our Choices
- Always Safe
- Responsible

These guiding principles are the basis of a common understanding of what is expected at Dyer-Kelly. They assist in creating a warm, welcoming, and safe school environment, which will in turn have a positive impact on school attendance.

School Profile:

Dyer-Kelly is a Pre-K-5 Title 1, neighborhood school located in Sacramento, California. Dyer Kelly Elementary is one of 41 elementary and K-8 schools in the San Juan Unified School District. In addition, it is one of 20 schools in the district that receive Title 1 Funds. There are at least 18 languages that are spoken at Dyer-Kelly. The curriculum provided is aligned to the California Common Core Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

Dyer Kelly Elementary School has an academic focus and stresses balance. We strive daily to ensure that our students have the basic skills that they need as well as critical thinking and reasoning skills needed to be competitive and skilled individuals who are college and/or career ready.

At Dyer-Kelly Elementary School, we believe that students need to develop basic habits to help them become successful, life-long learners. As they develop academically, we believe all students can become:

- CRITICAL THINKERS who use 21st century skills to reason, make decisions, and solve complex problems in a variety of contexts and have the higher-level thinking to be proficient and above on the Common Core Standards.
- COLLABORATIVE WORKERS who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- COMMUNITY CONTRIBUTORS who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.
- EFFECTIVE COMMUNICATORS who share their thinking and feelings with others through writing, speaking, artistic performances and productions and through discussion and conversation.

Dyer Kelly Elementary School is a place where:

- Parents, staff, and students have mutual respect, work together to solve problems, and take responsibility for our actions.
- Parents, staff, and students work collaboratively with the best interest of our students in mind.
- Parents and community are involved in the learning process.
- Students feel psychologically and physically safe.
- Students have multiple opportunities to succeed.
- Teachers teach grade level, standards-based curriculum.
- Teachers differentiate instruction.
- Teachers hold students to high academic, social, and behavioral standards.
- Staff works toward continual improvement in the educational process.

Our school program includes, but is not limited to, the following components:

- Bridges After School Program (creative and supportive enrichment)
- Classes for special needs students from across the district
- Student Ambassadors
- Positive Behavior Intervention Support (PBIS)
- Responsive Classroom
- Multiple opportunities for family engagement
- Co-teaching model with more than one teacher in each classroom to support more intensive language instruction
- Newcomer ELD classes to support English language development for our newest students

Principal's Message:

Welcome to Dyer-Kelly Elementary School, home of the Dragons! At Dyer-Kelly, we believe in serving our community and supporting students in realizing their full academic, social, and emotional potential. We also believe that the richness of our students' native languages and cultures are an asset to our diverse school community.

At Dyer-Kelly, we recognize that in order for students to reach their full potential, we must work together. As a school, we are committed to meet the individual needs of all students and maintain personal connections with all families. Our goal is for Dyer-Kelly to be a home where we can come together to learn, support one another, and celebrate as a community.

As partners, we also invite you to become active participants in the school community by joining our school parent organizations, attending school events, communicating regularly with your child's teacher, and reading with your child daily. Furthermore, we ask for your support in making sure your child gets to school on time, attends school regularly, reads every day, and is supported in pursuing and developing their passions.

It is an honor and privilege to be the principal at Dyer-Kelly Elementary School and I look forward to working with you in making this an exciting and successful year for our students.

Dr. Gianfranco Tornatore

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	84
Grade 1	107
Grade 2	101
Grade 3	78
Grade 4	78
Grade 5	66
Total Enrollment	514

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.4
Asian	27.4
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0.2
White	30
Two or More Races	4.7
Socioeconomically Disadvantaged	98.8
English Learners	68.3
Students with Disabilities	6.6
Foster Youth	0.2
Homeless	5.3

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	36	43	1976
Without Full Credential	1	0	0	56
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September, 2018

San Juan Unified held a public hearing on September 25, 2018 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 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	Yes	0.0
Mathematics	2015: Pearson - Envision Math	Yes	0.0
Science	2008: Delta Education - FOSS	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Dyer-Kelly was modernized during the 1996-1997 school year. The scope included roof/repair or replacement, interior, and exterior painting, selected window system replacement, energy-efficient lighting, and heating system upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, new fire, intrusion, and intercom system, throughout the school. A new HVAC system was installed in 2001. Currently, there is sufficient space to house the student population. There is a site custodial staff that cleans the building, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, driveway resurfacing, and irrigation system retrofit continue to be a concern. Under Measure J the MP Room was modernized in 2005 including siding, roofing, doors and hardware. Under the Deferred Maintenance Program a new storm drain system was installed at the front parking lot. Through Measure J Bond in 2006, the parking lot was enlarged and overlaid including Safe Routes and ADA improvements. The exterior was painted in 2006 through Deferred Maintenance funding. Through Measure J Bond in the summer of 2011, the landscape and hardscape structures were modernized. This included repairing the baseball diamond with new fences, dugouts and bleachers. Walls were removed to open up space for learning courtyards between the classrooms. Planter areas were installed with new trees, bushes and shrubs. Student picnic areas were added allowing students to eat outside at tables. New hardscape was installed which eliminated muddy locations and provided for a clean environment for our students at Dyer Kelly. In addition, a site-wide low voltage upgrade was completed Fall 2013 using Measure J funds. This included intercoms, fire and intrusion alarms.

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 2019 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	7	11	45	46	50	50
Mathematics (grades 3-8 and 11)	6	10	34	35	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	198	86.84	13.16	11.11
Male	101	93	92.08	7.92	10.75
Female	127	105	82.68	17.32	11.43
Black or African American	36	36	100.00	0.00	13.89
American Indian or Alaska Native	--	--	--	--	--
Asian	56	40	71.43	28.57	10.00
Filipino					
Hispanic or Latino	58	56	96.55	3.45	12.50
Native Hawaiian or Pacific Islander					
White	67	55	82.09	17.91	9.09
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	225	196	87.11	12.89	11.22
English Learners	151	124	82.12	17.88	8.87
Students with Disabilities	16	16	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	5.88

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	224	98.68	1.32	10.27
Male	100	99	99.00	1.00	12.12
Female	127	125	98.43	1.57	8.80

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	36	36	100.00	0.00	5.56
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	10.71
Filipino					
Hispanic or Latino	58	56	96.55	3.45	12.50
Native Hawaiian or Pacific Islander					
White	66	65	98.48	1.52	10.77
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	224	221	98.66	1.34	10.41
English Learners	151	151	100.00	0.00	9.27
Students with Disabilities	16	16	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	5.88

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.8	15.2	6.1

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Dyer Kelly believes that the parents and families in our community are an integral part of our students' educational success. We strive to create collaborative partnerships with our parents and community. In order to foster this relationship, we have a Parent Liaison that is on our campus on a daily basis. Parents are involved at Dyer Kelly in a variety of ways:

- As members of School Site Council: Contact ICT Jeanette Sherwood at jeanette.sherwood@sanjuan.edu
- As members of English Language Advisory Committee (ELAC): Contact ELD Teacher Danya Swanson at danya.swanson@sanjuan.edu
- As members of SPAC (Superintendent – Parent Advisory Committee): Contact Principal Gianfranco Tornatore @ gianfranco.tornatore@sanjuan.edu
- As classroom volunteers: Contact classroom teacher or Parent Liaison Matthew Taylor @ matthew.taylor@sanjuan.edu
- Participation in grade specific activities: Contact classroom teacher
- As participants in field trips: Contact classroom teacher
- As participants in APTT: Contact classroom teacher
- After-school activities such as soccer, basketball, music, or technology: Contact Counselor Paco Martinez at pmartinez@sanjuan.edu
- As participants of Family Nights: Contact Parent Liaison Matthew Taylor @ matthew.taylor@sanjuan.edu
- To attend parent classes in nutrition, parenting, as well as learning English classes: Contact Principal Gianfranco Tornatore @ gianfranco.tornatore@sanjuan.edu or Vice Principal Maureen James-Pendleton at Maureen.James@sanjuan.edu
- To utilize the Parent Resource Room and 21st Century Library that is equipped with computers for parent use: Contact Secretary Loretta Pefley @ loretta.pefley@sanjuan.edu or ICT Jeanette Sherwood at jeanette.sherwood@sanjuan.edu
- To attend the Parent Involvement Group/Male Involvement Groups: Contact Parent Liaison Matthew Taylor @ matthew.taylor@sanjuan.edu or Community Resource Specialist Anthony Brooks at anthony.brooks@sanjuan.edu

Parents of Dyer Kelly are encouraged to be a voice on campus and in the community.

For more information on parent involvement, please contact Gianfranco Tornatore @ gianfranco.tornatore@sanjuan.edu or 916-566-2150.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.5	0.6	0.2	5.8	5.8	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. The Safe Schools Program has a Community Safety Specialist assigned to this school within a geographic zone that includes nearby schools. In addition, via a partnership with the Sacramento Sheriff's Department (SSD) and the Citrus Heights Police Department (CHPD), there are two uniformed deputy sheriff's and two uniformed CHPD officers assigned to patrol the school district including this school. The Deputy Sheriffs are assigned to patrol a geographic zone either on the east side of the district or the west side of the district. They are assigned specific schools within their assigned zone and respond to this school, or others, as safety needs dictate. The two CHPD Police Officers are School Resource Officers (SRO) who work identified schools within the City of Citrus Heights and respond as safety needs dictate. The two law enforcement agencies will overlap response when necessary. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. This school has a school safety team which reviews safety matters that may affect the campus. Our school safety team meets regularly to discuss safety issues, update our site emergency plan, and to take steps to be proactive in preventing various types of school-related safety issues. Community Safety Specialists and law enforcement provides speakers to address students, staff and community groups on matters of school safety. Our safety team receives training, when requested, from Safe Schools or law enforcement. This school is responsible for updating our Comprehensive School Safety Plan (CSSP) by March 1st of every year per the Education Code. As part of the update, this school meets at least once per year with a law enforcement officer to review the CSSP, has the local fire department review the CSSP and we hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district safe schools manager. Every classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by the Education Code.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	3		26		4		23	1	3	
1	25		3		25		3		26		4	
2	25		3		25		3		26		3	
3	24		3		26		3		25		4	
4	33		1	1	18	1	2		29		2	
5	32		1	1	31		2	1	29		3	
Other**					14	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	514.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8402	1998	6404	\$66,782
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-19.2	-13.8

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-15.9	-20.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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>.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,738	\$48,612
Mid-Range Teacher Salary	\$78,229	\$74,676
Highest Teacher Salary	\$92,352	\$99,791
Average Principal Salary (Elementary)	\$112,403	\$125,830
Average Principal Salary (Middle)	\$102,014	\$131,167
Average Principal Salary (High)	\$140,548	\$144,822
Superintendent Salary	\$279,178	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			9

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. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.