Junipero Serra Elementary School

151 Victoria Street • Daly City, CA 94015-2708 • 650.877.8853 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

South San Francisco Unified School District
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Assistant Superintendent, Business Services

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School Description

At Junipero Serra Elementary School we strive to educate an inclusive community to be independent learners who are kind, always improving, and prepared for their future. Junipero Serra shares the mission of the South San Francisco Unified School District: "The mission of the South San Francisco Unified School District, in cooperation with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a diverse and creative curriculum which ensures opportunities for individual expression and collaborative problem solving in a safe and stimulating environment.

In order to accomplish this mission, our intent to provide the highest quality educational program in a safe environment, for all students, staff, and families. We are committed to working cooperatively, communicating effectively, and participating in shared responsibility for the students' learning. The vision of Junipero Serra Elementary School is to inspire a passion for learning while building character. Students will leave Junipero Serra Elementary School with the skills, knowledge, and values necessary to meet the challenges of a changing world. In SSFUSD: "we pride ourselves on providing students with relevant learning experiences, giving them opportunities to explore and cultivate innovation and collaboration. We will foster and embrace diversity of people and diversity of thought, while pushing all students to excel in order for them to grow into resilient and confident people. "

Junipero Serra Elementary School is a school that partners with family, neighborhood, and community services. We promote a safe and positive environment to enable students to accomplish their personal best, achieve academic excellence and to develop life long learning. At Junipero Serra each child makes a difference and enriches our school. We believe in our students and are committed to the idea of their future as productive and responsible citizens

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	53
Grade 2	54
Grade 3	49
Grade 4	50
Grade 5	48
Total Enrollment	314

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	15.6
Filipino	49
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	1.3
White	2.9
Two or More Races	5.7
Socioeconomically Disadvantaged	25.8
English Learners	14.6
Students with Disabilities	13.7

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 for Junipero Serra	17-18	18-19	19-20
With Full Credential	16	16	17
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Junipero Serra Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	.5

* 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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McGraw Hill Wonders/2017	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Delta Education-FOSS/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Junipero Serra Elementary School was built in 1970. The school has 20 teaching stations (5 buildings, MUR, Library and Administration Offices) providing education for grades K-5. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms, the MUR and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status

Using the most recent 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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	60	50	52	50	50
Math	55	54	43	44	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.2	7.7	53.8

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	140	136	97.14	59.56
Male	71	69	97.18	49.28
Female	69	67	97.10	70.15
Black or African American	--	--	--	--
Asian	20	20	100.00	85.00
Filipino	71	70	98.59	57.14
Hispanic or Latino	34	31	91.18	45.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	43	93.48	41.86
English Learners	36	32	88.89	59.38
Students with Disabilities	22	22	100.00	36.36

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	140	139	99.29	53.96
Male	71	71	100.00	50.70
Female	69	68	98.55	57.35
Black or African American	--	--	--	--
Asian	20	20	100.00	75.00
Filipino	71	71	100.00	56.34
Hispanic or Latino	34	33	97.06	36.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.83	31.11
English Learners	36	35	97.22	40.00
Students with Disabilities	22	22	100.00	31.82

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.

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)
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)

The parents and the community are very supportive of the educational programs in the South San Francisco Unified School District. The Parent Teacher Association (PTA) plays an active role in the community and at school site through fundraising and involvement in special activities. PTA fundraising enables students to attend field trips, assemblies and has supported the purchase of classroom equipment and supplies. Our PTA is very dedicated to helping the students of our school. Junipero Serra's PTA sponsors a variety of events throughout the year including: Larry Itliong Day, Halloween Happening, Wacky Water Walk, Winter Crafts Workshop, Welcome Back for Families, Family Nights, a Talent Show, and end-of-the-year luncheon. Our PTA contributes significant financial support to our 5th Grade Outdoor Education and the Art-in-Action program for all the classrooms. The PTA holds regularly scheduled meetings the third Thursday of each month and welcomes all parents to attend. We believe that our school can only be successful with parents, community, and school staff working together as a team.

To learn more about specific opportunities for getting involved, please contact the school principal, Teresa Sampayan, at 650-877-8853 or tsampayan@ssfusd.org

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.

School Safety Plan
The safety of the students and staff at Junipero Serra Elementary School is a primary concern. The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of emergency planning: mitigation, preparedness, response and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management handbook (The Big Five).

Safety Binders:
Emergency rosters are maintained in the classrooms and office for rapid response in case of an emergency. Practice emergency drills are held regularly, preparing staff and students to respond in an emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*   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.

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	19	1	2		17	1	2		15	4		
1	23		2		25		2		24		2	
2	22		2		24		2		24		2	
3	18	1	2		16	1	2		24		2	
4	26		2		24		2		23		2	
5	18	1	2		19	1	2		24		2	
Other**									10	2		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.
Topics for staff development were selected based on teacher and student needs. As new strategies and curriculum materials were implemented in the school, staff development activities followed as support. Teachers and administrative staff worked in concert with the District administrative staff to identify areas of need and options for staff development. Training has included implementation of the following programs: Math Expressions mathematics, Wonders English-language arts, Professional Learning Communities (PLC), Response to Intervention (RTI), Behavior Intervention, Daily 5 and analyzing achievement data. In addition, teachers have received training to implement PAX, RAZ Kids, and the Fountas & Pinnell Benchmark Assessment System.

Training has been implemented through a variety of strategies including after-school workshops, release from class with the use of substitute teachers, web-based seminars, conference attendance, and individual mentoring. Three non-student staff development days are part of the school year calendar. Teachers are supported with the implementation of staff development by offering them a flexible schedule, allowing preparation time on early release days twice each month, providing formative observations and feedback, conducting in-class coaching with the Beginning Teacher Assistance Program, and holding teacher-principal meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,377	$49,084
Mid-Range Teacher Salary	$78,483	$76,091
Highest Teacher Salary	$99,437	$95,728
Average Principal Salary (ES)	$125,146	$118,990
Average Principal Salary (MS)	$133,004	$125,674
Average Principal Salary (HS)	$160,171	$137,589
Superintendent Salary	$212,203	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,484.18	5,306.52	177.66	$80,994
District	N/A	N/A	2,644.70	$75,089.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-174.8	0.0
School Site/ State	-190.3	5.7

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
Part A – Teacher Quality; Title III, Part A – Limited English Proficient (LEP); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Instructional Materials; Art and Music Block Grant; Educator Effectiveness Grant

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.