

# Mary Deterding 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	Mary Deterding Elementary School
Street	6000 Stanley Avenue
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 575-2338
Principal	Melanie Allen
Email Address	melanie.allen@sanjuan.edu
Website	<a href="http://www.sanjuan.edu/deterding">http://www.sanjuan.edu/deterding</a>
County-District-School (CDS) Code	34-67447-6034508

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

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

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### Mission Statement:

Mary A. Deterding, an arts inspired K-6 Learning Community, will educate each student to become a compassionate and confident life-long learner, reaching their highest level of personal achievement through an innovative, rigorous academic curriculum that integrates the visual and performing arts.

### School Profile:

Mary A. Deterding Elementary is one of 41 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards, while transitioning to the Common Core State Standards. Comprehensive Balance Literacy is a focus throughout all classes, with teachers integrating Interactive Read Alouds, Shared Reading, Writer's Workshop, and Critical Literacy. Our 6th grade classes are focused on Disciplinary Literacy. Our teachers strive to develop students to become independent workers. All kindergarten through 5th grade teachers are participating in Critical Literacy Training this year, which will allow teachers to develop their students' critical thinking dispositions. We will also continue to focus on Balanced Literacy, with an emphasis on Writer's Workshop, as we prepare to be Common Core ready. Math instruction is of high interest to our teachers, with several teachers participating in Sacramento State University's Math Project, and sharing their knowledge with staff members. Field trips continue to be an important part of the school experience with teachers integrating the experience with the curriculum and grade level standards.

The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities, such as the International Food Festival.

By integrating the visual and performing arts within the curriculum, the Deterding learning community educates students to become critical thinkers and effective communicators, growing into leaders who approach new situations with confidence and compassion. Kindergarten-grade 3 students participate in dance each week. Students in grades 1 - 6 receive music instruction weekly from our full time music specialist. Grades 4 - 6 students have instrumental instruction each week which is embedded during the school day. Students in grades 1 - 6 receive art instruction each week with a full time art specialist. Students in 3rd through 6th grades have the opportunity to participate in choir each week before or after school.

The staff at Deterding Elementary believes it is their responsibility to nurture the natural curiosities of students through arts, humanities, and sciences, inspiring students to become compassionate and confident lifelong learners. By integrating visual and performing arts with curriculum, the Deterding learning community educates students to become critical thinkers and effective communicators, growing into leaders who approach new situations with confidence and compassion. We believe that parent involvement is an important part of each student's success.

We currently have three kindergarten classes, three first grade classes, three second grade classes, three third grade classes, three fourth grade classes, three fifth grade classes, one fifth/sixth combo, and two sixth grade classes. Included in these classes is one Rapid Learner class at each grade level from the 2nd through the 6th grades.

**We strive to achieve through the following programs:**

- 2nd - 5th grade Rapid Learner Program
- Enrichment and Intervention in ELA and Math
- K-6th grade Critical Literacy
- K-6 enrichment field trips
- K-6 full-time Art Specialist with self-contained art room
- K-6 full-time Music Specialist - vocal and instrumental (5th - 6th grade)
- English Language Learner (ELL) support after school
- K-3 Dance Program - within the school day in a dance room complete with mirrors
- 5th and 6th grade Band Program - within the school day
- 4th - 6th grade Guitar Club: beginning and advanced, before school
- 5th - 6th Grade intramural sports program
- Discovery Club After School Program
- Bridges After School Program
- Chinese classes offered after school
- After school Missoula Children's Theater: 1st - 6th Grade
- Nature Bowl: 3rd - 6th Grade
- Cross grade level reading and activity buddies/partners
- 4th grade Recorder Program - within the school day
- 3rd - 6th grade award winning choir
- Community service opportunities
- International Food Festival
- Harvest Festival
- Red Ribbon Week
- Attendance Awards Program
- Character Education Awards Program each month
- Grade level field trips
- Fall and spring book fairs
- Talent show and Spaghetti Feed
- 3rd - 6th Grade Deterding Idol Nights
- Pancake Breakfast
- Jog-A-Thon
- Spring Art Festival
- DREAM Art Auction
- Chess Club during lunch
- Actively involved parent groups: School Site Council, English Language Advisory Committee (ELAC), Strategic Planning Committee, DREAM (Parent Teacher Association), Parents Enriching Rapid Learner Education (PERLE)

Our site focus continues to be centered around improving student data through the use of Professional Learning Communities (PLCs). In PLC meetings each week, teachers look at data and how best to support their students in order for them to show growth. Our current school focus is on math, but we continue to work on writing through Writer's Workshop, developing critical thinking skills through Critical Literacy, and reading through guided reading practices.

**Principal's Message:**

Dear Deterding Families,

I am ecstatic to be starting my sixth year as part of such an amazing, artistic, and educational community! I hope you will find your child's experience at our school to be successful as well as challenging, while enriched by art, music, and dance.

Deterding is one of three schools in San Juan that is privileged to be home to the Rapid Learner program. Though the Rapid Learner program, classes are often working at a different pace than the other classes, it is important for every student at Deterding to understand that we are all part of the same community while we meet the individual needs of each student in the classroom. We have worked hard to create a community where everyone is welcome.

Our staff is working diligently to continue with the implementation of the Common Core State Standards (or CCSS). We are currently using Benchmark for ELA, Critical Literacy, Guided Reading, and Writer's Workshop as part of our Balanced Literacy Language Arts program. We have the privilege of working with Rick West, a professor from UC Davis, to constantly improve our math instructional practices and engage our students in problem solving. One of the major shifts with Common Core is writing across all subject areas and the integration of technology. We are continuing our use of a typing program to support students as they prepare for CAASPP (California Assessment of Student Performance and Progress, the standardized Common Core test created by the Smarter Balanced Assessment Consortium (SBAC) and also the use of Interim Assessments provided by Smarter Balanced. Our fabulous team of teachers is working hard to collaborate and ensure that we have a continuum K-6.

Deterding has an amazing parent organization, DREAM! DREAM that welcomes help and input from all members of the community. They work really hard to bring wonderful events to the school including the International Celebration, Jog-a-thon (DREAM Run), Harvest Festival, Book Fairs, Talent Show, and much more! The funds raised help pay for a portion of the band teacher's salary as well as many other needs our school has each year.

Our school goal for attendance this year is 96%. Please help us by making sure you bring your child to school on time and ready to learn! We have a weekly attendance competition within our grade levels with the winners housing a Deterding Dolphin for the week.

At Deterding, we strive to make sure that our students treat others with respect and be active participants in the Deterding community. We launched a campaign a few years ago called "Kindness is Contagious". We are furthering that this year with challenging students to show kindness to each other as a way to pay it forward. Students who demonstrate good character can earn Caught-a-Dolphin cards which are put into a drawing and prizes are given out each week with bigger prizes given each month. Each month we have a character trait aligned to our Successful Habits on the report card. One student from each class who has best demonstrated the trait is chosen to be recognized by receiving a t-shirt, their photo on the wall in the MP room all month, and their name read over the loudspeaker and listed in the school newsletter.

**BE HERE. BE KIND. EXERCISE YOUR BODY AND MIND.**

Mrs. Melanie Allen

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	79
Grade 2	104
Grade 3	105
Grade 4	86
Grade 5	100
Grade 6	63
Total Enrollment	614

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	8.5
Filipino	0.7
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.2
White	57.7
Two or More Races	8.5
Socioeconomically Disadvantaged	40.2
English Learners	12.4
Students with Disabilities	6.8
Foster Youth	0.2
Homeless	3.4

## 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	28	28	1976
Without Full Credential	0	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, 2019

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 2017: Amplify ELA/ELD Grade 6	Yes	0.0
Mathematics	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt, Go Math	Yes	0.0
Science	2019: Amplify Education - Amplify Science-Grade 6-Earth Science-All Investigation Notebooks	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations	Yes	0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Deterding Elementary School, constructed in 1953, was modernized during 1997. Currently, enrollment slightly exceeds existing capacity. Site custodial staff clean the buildings, 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 insufficient parking for staff and visitors continues to be a concern. Utilizing Measure J bond funds the site received both hard court and parking lot resurfacing and a major landscape and irrigation project was completed in 2008. During the summer of 2011 all student restrooms were renovated and updated, with an additional girl's bathroom added. Recently, a portable was added to the campus to provide a more permanent home for the site's popular band and music programs.

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 October 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:** 10/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	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 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)	68	71	45	46	50	50
Mathematics (grades 3-8 and 11)	61	62	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	350	346	98.86	1.14	71.39
Male	179	176	98.32	1.68	65.91
Female	171	170	99.42	0.58	77.06
Black or African American	14	14	100.00	0.00	35.71
American Indian or Alaska Native					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	35	35	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	56.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	205	202	98.54	1.46	77.72
Two or More Races	25	24	96.00	4.00	70.83
Socioeconomically Disadvantaged	165	163	98.79	1.21	58.90
English Learners	53	51	96.23	3.77	50.98
Students with Disabilities	31	31	100.00	0.00	41.94
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	60.00

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	350	345	98.57	1.43	61.74
Male	179	176	98.32	1.68	63.07
Female	171	169	98.83	1.17	60.36
Black or African American	14	14	100.00	0.00	21.43
American Indian or Alaska Native					
Asian	35	35	100.00	0.00	82.86
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	37.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	205	201	98.05	1.95	67.16

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	25	24	96.00	4.00	70.83
Socioeconomically Disadvantaged	165	163	98.79	1.21	47.85
English Learners	53	51	96.23	3.77	45.10
Students with Disabilities	31	31	100.00	0.00	35.48
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	46.67

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	12.4	25.8	48.5

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)

At Mary A. Deterding, parent participation takes many forms. Families are able to volunteer at the school in a variety of ways to enrich the education of their children. Deterding's outstanding educational program could not exist without the enormous amount of time, energy and talents provided by our parents. Working together, we have provided over 18,000 hours of volunteer time to support our students. Parents are also encouraged to be active participants in the education of their children through:

- DREAM– Parent Teacher Association
- School Site Council
- ELAC – English Learner Advisory Committee
- SPAC – Superintendent's Parent Advisory Committee
- Art Docent Program - A docent for every classroom
- School/classroom volunteers
- Participation in school and/or grade specific activities
- Parent–Teacher conferences
- Field trips
- Contribution of supplies
- GAC: Gate Advisory Committee

Contact the Melanie Allen, the principal at 916-575-2338 for more information about volunteer opportunities at Mary A. Deterding Elementary School.

### 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
<b>Suspensions</b>	1.5	0.8	1.9	5.8	5.8	4.9	3.6	3.5	3.5
<b>Expulsions</b>	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	23		3		26		3		26		3	
1	26		3		26		3		26		3	
2	25		3		26		4		26		4	
3	30		3		25		3		26		4	
4	33		1	2	33		1	2	29		3	
5	32		1	2	32		2	1	33		1	2
6	33		1	2	32		2		32		1	1
Other**												

\*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*	.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	6107	668	5439	\$73,282
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-35.2	-4.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-31.9	-11.7

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 (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%

### 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.