

San Juan 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	San Juan School
Street	100 Nyland Drive
City, State, Zip	San Juan Bautista, CA 95045-9573
Phone Number	(831) 623-4538
Principal	Elizabeth Cord, Ed.D.
Email Address	ecord@asjUSD.k12.ca.us
Website	https://www.asjUSD.k12.ca.us/o/san-juan-school
County-District-School (CDS) Code	35752596035117

Entity	Contact Information
District Name	Aromas-San Juan Unified School District
Phone Number	(831) 623-4500
Superintendent	Michele Huntoon
Email Address	mhuntoon@asjUSD.k12.ca.us
Website	https://www.asjUSD.k12.ca.us/o/asjUSD

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

OUR MISSION STATEMENT IS:

TO INSPIRE AND GUIDE EVERY STUDENT TO EXTRAORDINARY ACHIEVEMENT EVERY DAY

San Juan School serves approximately 340 students from Transitional Kindergarten (TK) through eighth grade. Every classroom is equipped with a Promethean Board, and all teachers are trained in using their Promethean boards interactively to support meaningful access to the content and improved student achievement. Teachers are proficient in facilitating engaging learning experiences and providing instructional opportunities to build proficiency in student learning, aligned with Common Core and Next Generation learning standards.

SAN JUAN SCHOOL PROVIDES:

- 1) An After School Education and Safety (ASES) Program which provides services for San Juan students through the YMCA every day from 2:45 to 6:00 p.m;
- 2) A Dual immersion program with classes taught in Spanish in Kindergarten, 1st, 2nd, 3rd, 4th and 5th grades;
- 3) All grades K-8 implement dedicated time blocks for language arts and math. Both language arts and mathematics have increased instructional minutes. The school honors these block times as "sacred time."
- 4) Positive Behavior Intervention and Supports (PBIS) and Multi Tiered Systems of Support (MTSS).
- 5) After school athletics for middle school;
- 6) Intervention programs through technology (ST Math, Acellus, Mathia);
- 7) An intervention teacher to support learning at all grade levels K - 8.

San Juan School has implemented a Multi-Tiered System of Support (MTSS) approach, so that all students' needs are identified and addressed. Systems are in place and developing to support students academically, physically, developmentally, and in social-emotional areas. In addition to Positive Behavior Intervention and Support (PBIS), San Juan School uses the student character program, called Character Counts, which is based on the six pillars of character. They are trustworthiness, fairness, citizenship, responsibility, respect, and caring.

At San Juan School, we value professional learning and collaboration. Wednesday afternoons are dedicated to staff collaboration and professional development. Data meetings with administration are also performed after each benchmark to review progress and address the needs of at-risk students. We collaborate with your grade level peers at Aromas Elementary monthly to analyze data, share best practices and improve instruction, and with Anzar High School teachers quarterly to articulate expectations.

We are committed to working together with members of the school community to ensure that every student achieves mastery of rich, diverse, culturally responsive, and age appropriate curriculum resources and learning experiences. Students are guided in thinking analytically and critically, applying their knowledge, and using a variety of technological tools. Students also learn to be able to communicate fluently, both orally and in writing, to express their thoughts coherently and efficiently.

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

Grade Level	Number of Students
Kindergarten	39
Grade 1	40
Grade 2	39
Grade 3	37
Grade 4	33
Grade 5	39
Grade 6	50
Grade 7	34
Grade 8	31
Total Enrollment	342

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.9
Asian	1.5
Hispanic or Latino	55.6
White	39.2
Two or More Races	0.9
Socioeconomically Disadvantaged	71.9
English Learners	38.3
Students with Disabilities	11.7
Foster Youth	0.6
Homeless	3.2

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	17	19	18	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

Language Arts: K-5 are using Benchmark Education curriculum, Benchmark Advance for English classes, and Benchmark Adelante for Dual Immersion classes. 6th-8th are using Glencoe Literature (Treasures) and Glencoe Literature.

Mathematics: K-5 are using Math Expressions curriculum. 6th-8th are using Carnegie Math curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Benchmark Advance and Benchmark Adelante 6-8: Glencoe Literature (Treasures)	Yes	0
Mathematics	K-5: Houghton Mifflin Math Expressions 6-8: Pearson Envision Math	Yes	0
Science	K-2: Houghton Mifflin California 3-5: McGraw Hill Science California 6-8: Glencoe (Focus)	Yes	0
History-Social Science	K-3: Houghton Mifflin Social Science 4-5: Harcourt Brace (Reflections) 6-8: Prentice Hall Social Studies	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus has 24 classrooms, one gym, a central media lab comprised of the library and 34 computers, along with a front office, a cafeteria and a staff lounge. We have two additional computer labs with 30 computer stations, one in each four-class cluster, throughout campus, and five mobile computer carts stocked with 30 chromebooks each. Each classroom has six to eight computers for in-class student use. Playgrounds include an enclosed kindergarten playground, a primary playground, and a sports area for upper grades and middle school students. Plans are in place for a new, bond-funded cafeteria and kitchen area.

The principal and maintenance director conduct an annual fall walk-through, to ensure that all facilities are safe, clean, and functional. Additionally, the principal conducts periodic campus walk-through with custodial staff to identify and address facilities status and improvements.

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: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Good	

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)	23	28	41	39	50	50
Mathematics (grades 3-8 and 11)	17	17	29	30	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	218	214	98.17	1.83	28.04
Male	111	109	98.20	1.80	25.69
Female	107	105	98.13	1.87	30.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	145	143	98.62	1.38	22.38
Native Hawaiian or Pacific Islander					
White	61	59	96.72	3.28	37.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	168	165	98.21	1.79	23.64
English Learners	114	112	98.25	1.75	15.18
Students with Disabilities	29	29	100.00	0.00	10.34
Students Receiving Migrant Education Services	35	35	100.00	0.00	22.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	218	214	98.17	1.83	17.37
Male	111	109	98.20	1.80	18.52
Female	107	105	98.13	1.87	16.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	145	143	98.62	1.38	15.38
Native Hawaiian or Pacific Islander					
White	61	59	96.72	3.28	16.95
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	168	165	98.21	1.79	13.33
English Learners	114	112	98.25	1.75	9.82
Students with Disabilities	29	29	100.00	0.00	14.29
Students Receiving Migrant Education Services	35	35	100.00	0.00	14.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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			

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)

San Juan School encourages parents to be active in the education of their children. Parents are responsible for sending their children to school on time and prepared to learn. Parents are expected to help monitor their child's homework assignments and maintain communication with their child's teacher. Parent/Teacher Conferences are scheduled for fall and as needed in the spring. However, parents may contact their child's teacher or principal at any time.

Parental involvement opportunities consist of but are not limited to:

- Classroom volunteers
- Field trip chaperones
- Volunteers for the School Garden Project
- Participants in School-wide activities and assemblies
- Home & School Club members
- Dual Language Immersion Parent group members
- Participants in fund-raising activities
- School Site Council members
- English Learner Advisory Committee members (ELAC)
- District English Learner Advisory Committee members (DELAC)
- District & School Dual Immersion Committee members
- Participate in the before-school music program
- Participate in the after-school Folklorico dance program
- Participate in the after-school inclusion dance program
- Use of dedicated parent room for meetings and activities

The Home & School Club and English Learner Advisory Committee (ELAC) provides parents with the opportunity to be active in volunteer work. Home and School Club provides funding and resources to enhance the school and its programs. The Home and School Club meets the second Thursday of every month and ELAC meets the third Tuesday of alternate months at the Anzar High School Library. The Dual Language Immersion Parents group meets monthly on site.

School Site Council is tasked with the creation and implementation of the annual San Juan School Plan for Student Achievement. The SPSA lists school-site goals and the resources available to educate our students and provide intervention for our at-risk students. School Site Council meets on the third Wednesday of designated months.

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	4.8	2.4	3.4	2.7	2.9	4.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

San Juan School posts location-specific student behavior expectations and enforces a school-wide discipline matrix. Parents and students receive the discipline matrix each year in the student handbook. Parents and students are required to sign a form located in the handbook indicating that they received and read this information. Each morning San Juan School students join in the Pledge of Allegiance and review of behavior expectations to instill respect and kindness for teachers, classmates, school, community, and self. San Juan School conducts regularly scheduled fire, intruder, and earthquake drills. We hold a Level III emergency drill annually with the local Fire Department, including evacuation, search and rescue, and activation of first aid station. We have increased yard duty coverage to help supervise student safety. Our updated School Code of Conduct is reviewed with students and distributed to parents and families annually.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	1		22	1	1		19	1	1	
1	19	1	1		21	1	1		20	1	1	
2	18	2			18	1	1		19	1	1	
3	21	1	1		17	2			18	2		
4	23		1		19	2			18	1		
5	29		1	1	23		2		14	3		
6	34			1	22		1		23		2	
Other**									13	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$11,649.00	\$2,818.00	\$8,831.00	\$66,990.94
District	N/A	N/A	\$8,453.00	\$68,914.00
Percent Difference - School Site and District	N/A	N/A	4.4	0.2
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	16.2	3.4

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)

San Juan School receives state and federal categorical resources from Title I and Title III grants. The School Plan for Student Achievement (SPSA) outlines the detailed site goals and expenditures.

San Juan School is fortunate to offer the After School Education and Safety (ASES) Program. We have developed a partnership with the local YMCA to provide a quality after school program that includes tutoring, literacy, technology support, physical education, and an enrichment component. The goal is to provide services for approximately 40 students in grades K - 8. The ASES program is currently fully enrolled.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,930	\$43,574
Mid-Range Teacher Salary	\$67,766	\$63,243
Highest Teacher Salary	\$96,301	\$86,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$112,634	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$124,159	\$108,954
Superintendent Salary	\$150,000	\$136,125
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	9%	6%

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	1	4	5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The District dedicated one day in August prior to the start of the school year for intensive staff professional development in Spatial-Temporal Math, Accelerated Reader, and implementing Interim Assessment Blocks (IAB). San Juan School administration and teaching staff also carved out additional training days for Guided Language Acquisition Development (GLAD) and Benchmark curriculum training. Some teachers also participated in PBIS and MTSS training during the instructional year.

By using local data and data from the California CAASPP reporting system, San Juan School determined that the major areas of concern that the school needed to address were:

- 1) Focus on implementing the Essential Standards for Benchmark testing for each trimester in Language Arts and Mathematics.
- 2) Implementation of Common Core and Next Generation standards-based instruction for all students;
- 3) School-wide improvement in mathematics through the ST Math (Spatial Temporal Math, or Jiji) interactive math program and small group intervention.
- 4) Training and implementation of Professional Learning Communities (PLC)
- 5) Full Implementation of the Common Core State Standards
- 6) Communication and Collaboration between classroom teachers and their students' parents
- 7) Dual Immersion Teacher Collaboration and focus on best practices.
- 8) English Language Development staff meeting workshops.
- 9) Citing from Writing training.

ONGOING PROFESSIONAL DEVELOPMENT:

Our district implements Individual Professional Development (IPD) for teachers. This allows educators to personally select the training they feel is most beneficial for their needs and demands. It is critical for educators to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps educators up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.