

San Juan School

2021 School Accountability Report Card

San Juan PADRES

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School 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
School Website	https://www.asjUSD.k12.ca.us/o/san-juan-school
County-District-School (CDS) Code	35752596035117

2021-22 District 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
District Website Address	https://www.asjUSD.k12.ca.us/o/asjUSD

2021-22 School Overview

Our Mission Statement is:

TO INSPIRE AND GUIDE EVERY STUDENT TO EXTRAORDINARY ACHIEVEMENT EVERY DAY

San Juan Bautista is a small community located in the San Juan Valley near historic Mission San Juan Bautista, founded in 1797. San Juan School moved to its current location in 1969, along San Juan Creek. It is the only elementary school in the San Juan community, serving families from within San Juan Bautista as well as surrounding rural areas. The vibrant culture and active school and community partnerships of "The City of History" create the living foundation of our school. Our school is strategically located at the gateway to our historic town, surrounded by the rich agricultural land and rolling foothills that define our area. Our school is located near prominent natural and cultural sites, including Mission San Juan Bautista, El Teatro Campesino, Fremont Peak State Park, Pinnacles National Park, the San Andreas fault line, and the Juan Bautista De Anza Historic Trailhead. San Juan Elementary School, Aromas Elementary School, and Anzar High School comprise the Aromas San Juan Unified School District (ASJUSD).

San Juan School serves approximately 340 students from Transitional Kindergarten (TK) through eighth grade. All our teachers are highly qualified. Every classroom is equipped with an interactive electronic smart board, and all teachers are trained in using their technology 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 state standards and Next Generation learning standards.

SAN JUAN SCHOOL PROVIDES:

- 1) An After School Education and Safety (ASES) Program, Casa de Milagros, that provides services for San Juan students through Hollister Youth Alliance every day from 2:45 to 6:00 p.m.
- 2) A Dual Language Immersion program with classes taught in Spanish in Kindergarten, 1st, 2nd, 3rd, 4th and 5th grades, with a parallel track of English instruction classes as well;
- 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 time blocks 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 and supplemental programs through technology (ST Math, Reflex Math, Footsteps to Brilliance, Lexia, STAR

2021-22 School Overview

360);

7) A robust Special Education program offering Speech services, Occupational Therapy (OT), and Resource support (RSP), as well as a Special Day Class, for students with moderate to severe needs.

8) Intervention teachers to support small group learning at all grade levels K - 3.

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, Character Counts, which is based on the six pillars of character, as well as the Sanford Harmony social-emotional learning program. The character pillars are trustworthiness, fairness, citizenship, responsibility, respect, and caring. During and after the pandemic, special emphasis is focused on social-emotional wellness and academic resiliency.

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 conducted regularly to review progress and address the needs of at-risk students. We collaborate with our 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.

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	31
Grade 2	35
Grade 3	38
Grade 4	39
Grade 5	38
Grade 6	32
Grade 7	39
Grade 8	47
Total Enrollment	344

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	2.3
Asian	1.5
Black or African American	0.9
Filipino	0.3
Hispanic or Latino	54.9
Two or More Races	0.3
White	31.1
English Learners	44.2
Foster Youth	0.6
Homeless	2
Socioeconomically Disadvantaged	65.4
Students with Disabilities	14.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	21

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Mathematics: TK-5 are using Math Expressions curriculum.
Grades 6th-8th are using Savvas Math curriculum.

Year and month in which the data were collected

September 2021

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 (English) and Benchmark Adelante (Spanish) - 2015 6-8: Glencoe Literature: California Treasures 2010	Yes	0
Mathematics	K- 5: Houghton Mifflin Math Expressions - 2014 6- 8: Savvas EnVision Math - 2019	Yes	0
Science	K-5: McMillan, McGraw-Hill Science California - 2008 6-8: McGraw-Hill Glencoe (Focus) - 2007	Yes	0
History-Social Science	K-3: Houghton Mifflin Social Science - 2007 4-5: Harcourt Brace (Reflections) - 2007 6-8: Pearson Prentice Hall Social Studies - 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

San Juan School campus has 24 classrooms, one gym, and a central library, along with a front office and a cafeteria. We have two additional lab spaces, one in each four-classroom cluster on campus. These are dedicated to the Casa program, Intervention, and SDC class support. We have mobile computer carts stocked with 30 Chromebooks each. Many more Chromebooks were purchased in 2020 to support our students in distance learning. Each classroom has six to eight desktop 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.

The principal and maintenance director conduct an annual fall walk-through, to ensure that all facilities are safe, clean, and functional. Solar panels were recently installed to provide clean energy to the school. Additionally, the principal conducts periodic campus walk-throughs with custodial staff to identify and address facilities status, safety, and improvements.

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

Year and month of the most recent FIT report

September 2020

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	220	94.83	5.17	27.57
Female	108	105	97.22	2.78	34.65
Male	124	115	92.74	7.26	21.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	130	128	98.46	1.54	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	11	73.33	26.67	18.18
White	77	72	93.51	6.49	32.86
English Learners	113	109	96.46	3.54	15.24
Foster Youth	--	--	--	--	--
Homeless	12	12	100	0	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	149	94.3	5.7	22.07
Students Receiving Migrant Education Services	36	34	94.44	5.56	18.18
Students with Disabilities	39	33	84.62	15.38	9.09

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	220	94.83	5.17	14.61
Female	108	104	96.30	3.70	11.65
Male	124	116	93.55	6.45	17.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	130	127	97.69	2.31	10.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	12	80.00	20.00	25.00
White	77	72	93.51	6.49	18.06
English Learners	113	109	96.46	3.54	8.33
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	149	94.30	5.70	8.78
Students Receiving Migrant Education Services	36	35	97.22	2.78	8.57
Students with Disabilities	39	33	84.62	15.38	6.06

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	11.25	N/A	19.80	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	81	93.10	6.90	11.25
Female	38	37	97.37	2.63	8.33
Male	49	44	89.80	10.20	13.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	52	98.11	1.89	9.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	22	88.00	12.00	18.18
English Learners	41	40	97.56	2.44	5.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	59	92.19	7.81	10.17
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Students with Disabilities	18	14	77.78	22.22	14.29

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

San Juan School encourages parents to be active in their child(ren)'s education. Parents are responsible for ensuring their children arrive to class on time and prepared to learn, whether online or on campus. 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, facilitated via virtual conferences during the pandemic. However, parents may contact their child's teacher or principal at any time.

Parental involvement opportunities consist of but are not limited to (some programs are paused during the pandemic, but will resume when students return to campus):

- * Classroom volunteers
- * Field trip chaperones
- * Book Fair support
- * Volunteers for the School Garden Project
- * Middle School Athletic coaches
- * 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 (paused during the pandemic)
- * Participate in the after-school Folklorico dance program (paused during the pandemic)
- * Participate in the after-school inclusion dance program (paused during the pandemic)
- * Use of dedicated parent room for meetings and activities (paused during the pandemic)

The Home & School Club and English Learner Advisory Committee (ELAC) provide parents with the opportunity to be active in

2021-22 Opportunities for Parental Involvement

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, online or in the school library. The Dual Language Immersion Parents group meets regularly online or 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 and support our students and provide intervention for our at-risk students. School Site Council meets online on the last Friday of designated months and is always open to the public.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	353	38	10.8
Female	162	159	15	9.4
Male	201	194	23	11.9
American Indian or Alaska Native	8	8	2	25.0
Asian	6	6	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	189	183	13	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	110	108	12	11.1
English Learners	163	162	17	10.5
Foster Youth	2	2	0	0.0
Homeless	8	8	2	25.0
Socioeconomically Disadvantaged	241	235	25	10.6
Students Receiving Migrant Education Services	48	48	2	4.2
Students with Disabilities	58	57	11	19.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.41	0.28	3.99	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.74	2.34	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.00	0.00
Male	0.50	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The faculty and staff at San Juan School are proud of our facilities, which provide a safe, clean environment for students, staff, visitors, and volunteers while supporting teaching and learning. Our fencing and gate system allows parents and visitors to enter school only through the front office between 8:15 and 2:45 p.m. All visitors must sign in at the main office and receive proper authorization which must be displayed at all times while on campus. A scheduled maintenance program is administered by the Aromas-San Juan Unified School District facilities manager to ensure that all classrooms and facilities are well maintained. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All classrooms are vacuumed each day and restrooms are thoroughly cleaned daily. Safety drills are conducted on a regular basis: earthquake drills are conducted throughout the year, lock-down drills are conducted twice a year, and fire drills are conducted each month, per the District Safety Plan and CDE expectations. All classrooms have emergency backpacks. All students have an emergency card on file in our student information system (Aeries) that contains information, including emergency phone contacts, medical allergies, and other information that would be vital in an unexpected situation. On campus safety protocols and processes are heightened during the pandemic to protect our essential workers.

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. San Juan School students join in the morning 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 a shared duty yard supervision plan among teachers, administrator, and staff to help supervise student safety. (Emergency drills and yard supervision are paused during the pandemic). Our updated School Code of Conduct is reviewed with students and distributed to parents and families annually. Communication with students and families occurs through morning meetings, delivered through screen cast recordings during the pandemic, and Student of the Month recognition, delivered by teachers through pre-recorded videos.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	1	
1	20	1	1	
2	19	1	1	
3	18	2		
4	18	1		
5	14	3		
6	23		2	
Other	13	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	20	1	1	
2	19	2		
3	27		1	
4	20	1		
5	20	1		
6	17	2		
Other	16	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	15	2		
2	17	1	1	
3	18	1		
4	26		1	
5	21		1	
6	32		1	
Other	18	1	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.750
Psychologist	0.333
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,371	\$1,407	\$6,964	\$77,044
District	N/A	N/A	\$6,888	\$76,064
Percent Difference - School Site and District	N/A	N/A	1.1	1.3
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-19.2	7.4

2020-21 Types of Services Funded

Types of Services Funded (Fiscal Year 2020-2021)

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, Casa de Milagros. We have developed a partnership with Hollister Youth Alliance 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,727	\$45,813
Mid-Range Teacher Salary	\$71,893	\$70,720
Highest Teacher Salary	\$102,166	\$93,973
Average Principal Salary (Elementary)	\$113,558	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$125,159	\$120,270
Superintendent Salary	\$151,500	\$150,704
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

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

The District conducts ongoing staff professional development (PD) in Spatial-Temporal Math, Reflex 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. Monday PDs and participation in PDs offered through the San Benito County Office of Education are promoted.

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) and Reflex interactive math programs and small group intervention.
- 4) Training and implementation of Professional Learning Collaboratives (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) Technology tools and distance learning instruction and assessment ("Closing the Gap" technology series presented by San Benito County Office of Education)

ONGOING PROFESSIONAL DEVELOPMENT:

Our district implements Individual Professional Development (IPD) for all 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 and needs.

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

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Aromas-San Juan Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District 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
District Website Address	https://www.asjUSD.k12.ca.us/o/asjUSD

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	529	480	90.74	9.26	37.84
Female	251	235	93.63	6.37	44.78
Male	278	245	88.13	11.87	31.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	344	322	93.60	6.40	35.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	23	76.67	23.33	39.13
White	143	125	87.41	12.59	40.65
English Learners	194	179	92.27	7.73	14.86
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	22.22
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	267	92.39	7.61	29.39
Students Receiving Migrant Education Services	70	65	92.86	7.14	28.57
Students with Disabilities	78	62	79.49	20.51	9.68

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	529	476	89.98	10.02	19.45
Female	251	232	92.43	7.57	16.88
Male	278	244	87.77	12.23	21.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	344	318	92.44	7.56	17.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	26	86.67	13.33	34.62
White	143	123	86.01		19.67
English Learners	194	182	93.81	6.19	8.84
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	266	92.04	7.96	13.26
Students Receiving Migrant Education Services	70	66	94.29	5.71	16.67
Students with Disabilities	78	61	78.21	21.79	5.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

