Mariposa Avenue Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Mariposa Avenue Elementary School
Street	7940 Mariposa Avenue
City, State, Zip	Citrus Heights CA, 95610
Phone Number	(916) 971-5212
Principal	Candice Flint
E-mail Address	candace.flint@sanjuan.edu
CDS Code	34-67447-6034714

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Web Site	www.sanjuan.edu
Superintendent	Glynn Thompson
E-mail Address	glynn.thompson@sanjuan.edu

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Principal's Message
We have some very exciting academic focus areas going on at our school. This kind of teaching and learning looks different from when most of us attended school. However, these practices help students to develop 21st Century skills, like collaboration, innovation, and problem-solving which help our students to be college and career ready. Comprehensive Literacy is research based instructional practices that develop skills and strategies within each child that will allow them to problem-solve effectively and become reflective, critical and analytical readers, writers, thinkers and speakers. It is implemented through a workshop model.

Comprehensive Literacy is delivered using a Workshop Model. An element of Comprehensive Literacy is Writers Workshop. Mariposa Elementary is in its fifth year of implementing Writers Workshop and student writing has improved by leaps and bounds over the last few years. A typical Writers Workshop block is made up of three parts: 10 minutes of a mini-lesson (a specific concept or skill they are learning), 35-40 minutes of writing time, and 10-15 minutes of sharing time. While students are writing, teachers are conferencing with individual children or with a small group of students to provide instruction in their specific areas of need. This is one way that your child is being provided a personalized education. On a regular basis, we honor ourselves as writers through classroom and school-wide celebrations.

We are also continuing the implementation of Readers Workshop. We do Interactive Read Alouds and Shared Reading. Interactive Read Alouds are when a teacher reads a story aloud and stops to ask students questions which they discuss with peers and share out as well as model thinking about what is being read. Shared Reading is when a teacher uses the same passage or story over multiple days to help understand the text, to model fluency, and to work on a specific learning strategy or concept each day. A child is not just learning about content, but also learning skills that can be used in reading any text, whether it is reading in science, social studies, or math. Additionally, teachers provide Oral Language development in their classrooms. Oral Language builds students' speaking and thinking skills. When students have a rich language base and strong vocabulary it directly relates to their success in reading in writing. Lastly, teachers are doing small group instruction called Guided Reading. Teachers work on a specific skill using books at or slightly above their reading level to receive more personalized instruction.

With an unrelenting focus on critical and creative thinking, collaboration, and the use of technology, students will naturally become more success in Mathematics, Science, and Social Students as well.

Mission Statement
The mission of Mariposa Avenue Elementary School, a community of leaders, is to inspire and equip all students to be global thinkers, advocates for their success, and people of integrity through comprehensive innovative instruction, positive development of character, and partnerships with families and our community.

School Profile
Mariposa Avenue Elementary School is one of 35 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards as well as Common Core State Standards. To provide Quality First Instruction to students, they are instructed using a Comprehensive Literacy workshop model. Writers Workshop continues to be implemented. Additionally, all teachers will continue to implement components of Readers Workshop, including Interactive Read Alouds, Shared Reading, Oral Language, and Guided Reading. Through reading, writing, and student discourse, students will develop 21st Century skills necessary for college and career success.

We believe all children are able to and will learn when given appropriate opportunities. Our goal is for students to read, write, and compute at or above grade level and to have the skills necessary to be contributing members of society.

School Programs:

- Federal Title I Funding
- State Compensatory Education Funding
- Economic Impact Aid-Limited English Proficient
- Writers Workshop
- Readers Workshop
- Olweus Bullying Prevention Program
- Positive Behavior Invention Program
- Monthly Spirit Assemblies
- Accelerated Reader

- Tutoring
- Read Naturally
- Book Room/Leveled Library
- Breakfast and Lunch Program
- Bridges After School Program
- Parent Faculty Organization
- Staff and Family Communication
- State Preschool
- Preschool Special Day Class

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent Faculty Organization: The PFO provides educational programs for parents, funds for classroom instructional supplies, field trips, assemblies, and the leasing of computers for the Computer Lab. They coordinate the Art Docent program. Additionally, they hold an Ice Cream Social, a Holiday Breakfast, and a Trunk or Treat Night. PFO asks for "JUST ONE HOUR" of volunteer support from each parent of a child in the school. PFO also sponsors the program, Watch D.O.G.S (Dads of Great Students). Contact: pfomariposa@yahoo.com

School Site Council: This group's chief responsibility is to oversee the development, implementation and evaluation of the school site educational plan and budget as well as the school safety plan. For more information on how you can participate, contact the school office at 916-971-5212.

English Language Advisory Committee: This group is provided with information about the school and student education to the parents of English Learners. Their input is sought out for the school plan as well as at the district level. For more information, please contact Holly Johnson at hjohnson@sanjuan.edu.

Special Events and Activities: Throughout the school year, we have many activities that parents are always invited and welcomed to attend. We hold monthly Spirit Assemblies, go on Student Study Trips, conduct band and music performances, hold two school-wide Writers Workshop Celebrations, have a Book Fair, and celebrate Read Across America. For more information on how you can participate, contact the school office at 916-971-5212.

Classroom Volunteers: The use of classroom volunteers is an invaluable resource to our students and teachers. Teachers depend upon parents as they assist with clerical tasks, reading with children, and practicing math facts. Please contact your child's teacher if you are interested.

Communication with Families:

- Community Bulletins: A monthly school newsletter and a PFO newsletter helps to keep parents informed. Individual teachers also send home bulletins with students on a regular basis. Many teachers have set-up class websites.
- Web Site: The web site is another tool that is used by both the whole school and many teachers to keep parents apprised of activities, assignments, and expectations throughout the school.
- School Messenger: This telephone system allows messages to be sent to families on a moment's notice to inform them of any safety concerns at the school as well as to inform them of schedule changes or special events at the site.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, and/or become a volunteer may contact the Mariposa Avenue Elementary School office at 916-971-5212.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36	39	29	55	57	54	54	56	55
Mathematics	46	45	49	49	50	47	49	50	50
Science	52	28	36	58	60	59	57	60	59
History-Social Science	N/A	N/A	N/A	47	49	48	48	49	49

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	N/A
All Student at the School	29	49	36	N/A
Male	25	50	41	N/A
Female	33	48	31	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	23	45	41	N/A
Native Hawaiian/Pacific Islander				N/A
White	32	52	31	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	27	48	34	N/A
English Learners	9	38	9	N/A
Students with Disabilities	22	33		N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2012-13)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5	17.5	14.3

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	1	1
Similar Schools	2	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-54	5	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-57	43	-9
Native Hawaiian/Pacific Islander			
White	-57	-5	-16
Two or More Races			
Socioeconomically Disadvantaged	-54	21	-23
English Learners	-73	36	-46
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	238	704	31,552	782	4,655,989	790
Black or African American	7		2,195	672	296,463	708
American Indian or Alaska Native	3		411	762	30,394	743
Asian	6		1,727	886	406,527	906
Filipino	4		478	832	121,054	867
Hispanic or Latino	71	673	6,061	704	2,438,951	744
Native Hawaiian/Pacific Islander	0		290	727	25,351	774
White	143	715	19,816	808	1,200,127	853
Two or More Races	4		574	762	125,025	824
Socioeconomically Disadvantaged	197	694	14,726	712	2,774,640	743
English Learners	51	669	3,828	653	1,482,316	721
Students with Disabilities	36	563	3,874	592	527,476	615

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	94.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	75
Grade 1	84
Grade 2	72
Grade 3	56
Grade 4	66
Grade 5	66
Total Enrollment	419

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.9	White	57.5
American Indian or Alaska Native	1.7	Two or More Races	2.1
Asian	2.4	Socioeconomically Disadvantaged	74.0
Filipino	1.2	English Learners	21.7
Hispanic or Latino	32.2	Students with Disabilities	12.4
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	3	2	0	30.5	0	2	0	19	2	2	
1	15.8	4	0	0	27.3	1	3	0	21	2	2	
2	22.3	2	2	0	23.7	1	2	0	18	2	2	
3	20.8	4	0	0	28.7	0	3	0	19	2	1	
4	29	0	2	0	33.7	0	0	3	22	1	2	
5	33.5	0	0	2	34	0	0	1	33		1	1
6	34	0	0	2								
Other												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. The Mariposa School Site Council has taken on the duties of the school safety team The School Site Council agenda includes regularly discussing safety issues and steps to take to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures. Drills (fire, lockdown, shelter in place, and earthquake) are conducted on a regular basis.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	11.03	12.3	9.2	16.45	19.4	13.2
Expulsions	0	0	0.0	0.19	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

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Mariposa Elementary School, constructed in 1950, was modernized during the 1996-1997 and the 2002-2003 school years. In 2005, utilizing Measure J Bond funds, a new heating and air conditioning unit was installed in the MP room. Currently, there is sufficient space to house the student population. 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 and an irrigation system retrofit continue to be concerns. Under Measure J, the entire site parking and hard court areas were resurfaced along with upgrades for ADA accessibility and the storm water system in summer 2005. In 2009, all student restrooms were refurbished and in 2011 a portion of the exterior of the campus was painted. Using measure J funds, a site-wide landscape and irrigation project was completed Winter 2013. This included ornamental fencing, sidewalks and ramps, storm drains and sewer lines, grass, plants and trees.

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 February 2013 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: 02/27/2013				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: 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**
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	17	17	17	1740
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1.0	---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist	1.0	---
Other	10.4	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 24, 2013

San Juan Unified held a public hearing on September 24, 2013 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 2013 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/departments.cfm?subpage=125110.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

The Williams annual review by the Sacramento County office of Education (SCOE) found no insufficiencies of textbooks and instructional materials when they visited Mariposa on September 5, 2013.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002: Houghton Mifflin- Legacy of Literature 2009: Scholastic, Inc.- Read 180 2007: Pro-Ed, Inc - Reading Milestones 3rd Edition	Yes	0.0
Mathematics	2001: Houghton Mifflin/Harcourt - California Mathematics	Yes	0.0
Science	2008: Delta Education - FOSS 2008: Glencoe/McGraw Hill - Focus on Earth	Yes	0.0
History-Social Science	2006: Teacher's Curriculum Institute (TCI) - History Alive 2007: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$6,108	$1,564	$4,544	$69,372
District	---	---	$5,013	$71,297
Percent Difference: School Site and District	---	---	-9.4	-0.44%
State	---	---	$5,537	$69,704
Percent Difference: School Site and State	---	---	-19.71%	0.78%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a 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.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.In FY 2011-12, the district spent $7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs. In FY 2011-12, the district spent $3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,336	$41,462
Mid-Range Teacher Salary	$70,764	$66,133
Highest Teacher Salary	$83,464	$85,735
Average Principal Salary (Elementary)	$104,439	$107,206
Average Principal Salary (Middle)	$110,111	$111,641
Average Principal Salary (High)	$126,647	$122,628
Superintendent Salary	$225,000	$225,176
Percent of Budget for Teacher Salaries	40.7%	38.3%
Percent of Budget for Administrative Salaries	6.6%	5.1%

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

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 with its major initiatives such as Writing Workshop, Bookshop, Disciplinary Literacy, Balanced Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, and Critical Literacy. Many voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, 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 District Theory of Action. 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 (CCSS), 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 PAR/BTSA teachers.

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.