

Mariposa Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., 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

Contact Information (Most Recent Year)

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	candice.flint@sanjuan.edu
Web Site	http://www.sanjuan.edu/mariposa
Grades Served	K-5
CDS Code	34-67447-6034714

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

School Description and Mission Statement (Most Recent Year)

We have some very exciting academic focus areas happening 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. These skills are called out in the Common Core State Standards. 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 implements Writers Workshop. 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 implementing 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 and 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.

In order to meet the Common Core Standards in Mathematics, we have enhanced the traditional math instruction by adding Math Talks. Math Talks are conversations in a mini-lesson format which are taught in 10-20 minute periods where students discuss math concepts. Math Talks helps to boost memory, deepen math reasoning abilities and promote language development.

With an unrelenting focus on critical and creative thinking, collaboration, and the use of technology, students will naturally become more successful in Science and Social Studies as it is integrated into the academic areas.

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

The successful education of all students is our number one goal at Mariposa Avenue Elementary. Our school serves kindergarten through fifth grade students. This includes 13 general education classes, a K/1st/2nd Special Day Class (Communicatively Handicapped), and a 2nd/3rd/4th/5th Special Day Class (Communicatively Handicapped). On our campus, you will also find two State pre-school programs, a preschool Special Day Class (Communicatively Handicapped), the Discovery Club, and the Bridges After-School Program which serves first through fifth grade students. At this time, we have approximately 410 students. We are identified to receive Title I funding to supplement our current efforts.

Exceptionally talented teachers as well as a caring support staff make student achievement possible. The Common Core State Standards will guide classroom lessons, activities, and projects. We implement a Comprehensive Literacy program (Readers Workshop and Writers Workshop). This year, we are implementing the new board adopted Mathematics curriculum.

We are able to provide many programs to meet the varied learning needs of our students, including: Physical Education, Music, Art, Special Education Services, and English Language Development for English Learners. You will find that the entire school staff is truly dedicated to serving the needs of our students at Mariposa.

The importance of educating our students can also be seen by the efforts of our supportive and involved parent community. Our Parent-Faculty Organization (PFO) is very active and helps to provide for our needs like helping to fund the lease of new classroom computers. Our PFO also holds many fun community-building events throughout the school year, like an Ice Cream Social, Cooks Night Out evenings, and the Holiday Breakfast. Additionally, parent volunteers spend countless hours helping in the classrooms, chaperoning on field trips, and assisting in the Art Docent program.

School Programs:

- Federal Title I Funding
- Local Control Funding Formula
- Writers Workshop
- Readers Workshop
- Math Talks- Conceptual Mathematics
- After-school Intervention
- Literary Academy
- English Language Development Program
- Special Education Program
- Accelerated Reader
- Book Room/Leveled Library
- Monthly Spirit Assemblies
- Choir Program
- Breakfast and Lunch Program
- Discovery Club Childcare
- Bridges After School Program
- Parent Faculty Organization
- Staff and Family Communication
- Family Resource Center
- State Preschool
- Preschool- Special Day Class

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	63
Grade 1	88
Grade 2	66
Grade 3	66
Grade 4	71
Grade 5	56
Total Enrollment	410

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	3.2
Filipino	0.5
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	0.5
White	49.3
Two or More Races	4.1
Socioeconomically Disadvantaged	77.1
English Learners	22.9
Students with Disabilities	16.3
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	16	18	1840
Without Full Credential	0	0	0	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	46

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	88.3	11.7
High-Poverty Schools in District	86.6	13.4
Low-Poverty Schools in District	97.0	3.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 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 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Pilot%20adoption%20Schedule.pdf>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2003: Houghton Mifflin- Legacy of Literature 2003 Pearson: Timeless Voices, Timeless Themes	Yes	0.0
Mathematics	2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math 2015 Houghton Mifflin Harcourt: Go Math	Yes	0.0
Science	2007: Delta Education - FOSS 2007: Glencoe/McGraw Hill - Focus on Earth 2008 Glencoe/McGraw Hill - Focus on Earth/Life/Physical Science 2008 Pearson: Biology	Yes	0.0
History-Social Science	2005: Teacher's Curriculum Institute (TCI) - History Alive 2006: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 August 2015 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/21/2015				
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 Rating (Most Recent Year)

Year and month in which data were collected: 08/21/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	42	44
Mathematics	18	32	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	65	95.6	60	17	15	8
	4	71	70	98.6	57	17	17	9
	5	65	61	93.8	54	13	25	8
Male	3	68	43	63.2	63	14	14	9
	4	71	35	49.3	57	17	14	11
	5	65	31	47.7	55	16	23	6
Female	3	68	22	32.4	55	23	18	5
	4	71	35	49.3	57	17	20	6
	5	65	30	46.2	53	10	27	10
Black or African American	3	68	6	8.8	--	--	--	--
	4	71	4	5.6	--	--	--	--
	5	65	6	9.2	--	--	--	--
Asian	3	68	1	1.5	--	--	--	--
	4	71	3	4.2	--	--	--	--
	5	65	3	4.6	--	--	--	--
Filipino	5	65	1	1.5	--	--	--	--
Hispanic or Latino	3	68	23	33.8	57	26	9	9
	4	71	25	35.2	64	12	12	12
	5	65	21	32.3	67	10	19	5
Native Hawaiian or Pacific Islander	3	68	1	1.5	--	--	--	--
	5	65	1	1.5	--	--	--	--
White	3	68	34	50.0	59	12	21	9

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	71	36	50.7	53	22	17	8
	5	65	29	44.6	48	17	28	7
Two or More Races	4	71	2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3	68	55	80.9	64	16	13	7
	4	71	59	83.1	59	19	17	5
	5	65	45	69.2	56	13	22	9
Students with Disabilities	3	68	13	19.1	100	0	0	0
	4	71	15	21.1	73	20	0	7
	5	65	6	9.2	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	66	97.1	58	20	14	6
	4	71	70	98.6	51	23	23	3
	5	65	63	96.9	54	37	5	3
Male	3	68	44	64.7	57	20	11	7
	4	71	35	49.3	46	26	23	6
	5	65	33	50.8	45	39	9	3
Female	3	68	22	32.4	59	18	18	5
	4	71	35	49.3	57	20	23	0
	5	65	30	46.2	63	33	0	3
Black or African American	3	68	7	10.3	--	--	--	--
	4	71	4	5.6	--	--	--	--
	5	65	6	9.2	--	--	--	--
Asian	3	68	1	1.5	--	--	--	--
	4	71	3	4.2	--	--	--	--
	5	65	3	4.6	--	--	--	--
Filipino	5	65	1	1.5	--	--	--	--
Hispanic or Latino	3	68	23	33.8	52	22	9	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	71	25	35.2	60	20	16	4
	5	65	22	33.8	68	27	5	0
Native Hawaiian or Pacific Islander	3	68	1	1.5	--	--	--	--
	5	65	1	1.5	--	--	--	--
White	3	68	34	50.0	59	21	18	3
	4	71	36	50.7	44	25	28	3
	5	65	30	46.2	47	40	7	3
Two or More Races	4	71	2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3	68	55	80.9	60	16	15	7
	4	71	59	83.1	54	22	20	3
	5	65	47	72.3	53	38	2	4
Students with Disabilities	3	68	13	19.1	92	0	0	0
	4	71	15	21.1	87	7	7	0
	5	65	6	9.2	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	35	28	30	59	61	57	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	30
Male	38
Female	21
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	--
White	32
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	25
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.20	17.20	10.90

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent Faculty Organization: The PFO provides educational programs for parents, funds for classroom instructional supplies, assemblies, and the leasing of computers for the Computer Lab. They coordinate the Art Docent program. Additionally, they hold 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. To contact Sherry Wilcox call the school office at 916-971-5212.

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 or call the school office at 916-971-5212.

Special Events and Activities: Throughout the school year, we have many activities that families are encouraged to attend. We have special events such as Family Science Night and Family Fitness Night. We hold monthly Spirit Assemblies, go on Student Study Trips, have choir performances, hold two school-wide Writers Workshop Celebrations, hold two Book Fairs, 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 help to keep parents informed. Individual teachers also send home bulletins with students. Some teachers have class websites.
- **School 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/email 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. It also provides an email notification as well.

Family Resource Center:

- Parents can check out parenting books, educational games, children's books (some are in Spanish) and videos to borrow. There is a computer, printer, and phone for use. These can be used to research information to help support parents' children at school or home, look for resources or look for a job. The FRC is open on Wednesdays from 10:00 am-3:00 pm. For more information call the school office at 916-971-5212 or email the Parent Liaison Christina Wheelock at christina.wheelock@sanjuan.edu

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.74	7.01	3.05	8.28	7.37	5.71	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.09	0.04	0.07	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 or CHPD officer. The Deputy Sheriffs are assigned to a specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. 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. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan by March 1st of every year. The plan must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school meets or exceeds the Education Code requirements for fire drills and lock down drills.

The Mariposa School Site Council has taken on the duties of the school safety team. The School Site Council agenda includes regular discussions regarding 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, includes the site specific crisis response procedures and a district standardized emergency flip chart. Drills (fire, lockdown, shelter in place, and earthquake) are conducted on a regular basis. All classrooms and support staff have walkie-talkies. The School Safety Plan was reviewed, updated and discussed with faculty on January 6, 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	3		27	1	3		24	1	2	
1	31		2		30		2		30		2	
2	29		2		22	1	2		28		3	
3	30		2		31		2		28		2	
4	32		2		32		2		34			2
5	33		1	1	34		1	1	24	1	2	
Other	14	1			10	1						

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	14.7	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6526	1948	4578	\$69,372
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-8.7	-2.7
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-19.71%	0.78%

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$43,165
Mid-Range Teacher Salary	\$70,764	\$68,574
Highest Teacher Salary	\$83,465	\$89,146
Average Principal Salary (Elementary)	\$102,900	\$111,129
Average Principal Salary (Middle)	\$112,906	\$116,569
Average Principal Salary (High)	\$126,182	\$127,448
Superintendent Salary	\$225,000	\$234,382
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher’s Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards (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 consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.