

Mariposa Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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
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 (School Year 2016-17)

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 implemented the district elementary math adoption and 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 primary Special Day Class (Communicatively Handicapped), and an upper grade 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 400 students. We are identified to receive Title I funding to supplement our current efforts.

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 Trick or Treat Night, the Holiday Breakfast, and a Multicultural Potluck Night. Additionally, parent volunteers spend countless hours helping in the classrooms and chaperoning on field trips.

School Programs:

- Federal Title I Funding
- Local Control Funding Formula
- Comprehensive Literacy
- Math Talks- Conceptual Mathematics
- After-school Intervention
- Literary Academy
- English Language Development Program
- Guided Language Acquisition Development (GLAD)
- Special Education Program
- Accelerated Reader 360 (on-line reading program)
- Lexia Core (on-line reading program/intervention)
- Book Room/Leveled Library
- Monthly Spirit Assemblies
- Positive Behavior Interventions and Supports (PBIS)
- Academic Parent Teacher Teams (APTT)
- 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 2015-16)

Grade Level	Number of Students
Kindergarten	67
Grade 1	59
Grade 2	85
Grade 3	63
Grade 4	61
Grade 5	67
Total Enrollment	402

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	3
Filipino	0.5
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	0.7
White	49.8
Two or More Races	0.5
Socioeconomically Disadvantaged	77.9
English Learners	21.6
Students with Disabilities	18.9
Foster Youth	1

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	18	17	1814
Without Full Credential	0	0	0	33
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	29

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	86.2	13.8
High-Poverty Schools in District	83.9	16.1
Low-Poverty Schools in District	96.3	3.7

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 2016-17)

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 the State Board of Education has adopted frameworks for ELA/ELD, Math and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and 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
Science Laboratory Equipment (grades 9-12)			0.00%

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 2016 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 of the most recent FIT report: 08/24/2016				
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 of the most recent FIT report: 08/24/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	23	42	45	44	48
Mathematics	19	21	32	35	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	63	100.0	17.5
	4	59	59	100.0	28.8
	5	69	67	97.1	23.9
Male	3	35	35	100.0	11.4
	4	38	38	100.0	23.7
	5	35	35	100.0	17.1
Female	3	28	28	100.0	25.0
	4	21	21	100.0	38.1
	5	34	32	94.1	31.3
Hispanic or Latino	3	30	30	100.0	16.7
	4	22	22	100.0	27.3
	5	25	25	100.0	20.0
White	3	25	25	100.0	24.0
	4	30	30	100.0	26.7
	5	33	32	97.0	28.1
Socioeconomically Disadvantaged	3	53	53	100.0	13.2
	4	45	45	100.0	28.9
	5	55	54	98.2	18.5
English Learners	3	12	12	100.0	
Students with Disabilities	4	13	13	100.0	
	5	15	15	100.0	6.7

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	63	100.0	19.1
	4	59	59	100.0	30.5
	5	69	68	98.5	13.2
Male	3	35	35	100.0	14.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	38	38	100.0	31.6
	5	35	35	100.0	11.4
Female	3	28	28	100.0	25.0
	4	21	21	100.0	28.6
	5	34	33	97.1	15.2
Hispanic or Latino	3	30	30	100.0	10.0
	4	22	22	100.0	22.7
	5	25	25	100.0	4.0
White	3	25	25	100.0	32.0
	4	30	30	100.0	33.3
	5	33	33	100.0	18.2
Socioeconomically Disadvantaged	3	53	53	100.0	15.1
	4	45	45	100.0	24.4
	5	55	55	100.0	10.9
English Learners	3	12	12	100.0	
Students with Disabilities	4	13	13	100.0	
	5	15	15	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	28	30	37	61	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	69	65	94.2	36.9
Male	35	33	94.3	39.4
Female	34	32	94.1	34.4
Hispanic or Latino	25	25	100.0	16.0
White	33	31	93.9	54.8
Socioeconomically Disadvantaged	55	54	98.2	25.9
Students with Disabilities	15	15	100.0	26.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9	14.9	11.9

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 (School Year 2016-17)

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 Trunk or Treat Night, a Holiday Breakfast, and a Multicultural Potluck Night. To contact Sherry Wilcox call the school office at 916-971-5212 or email her at sherry.wilcox@sanjuan.edu.

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 Rhythm and Math Night and Crocker Art Museum Night. We hold monthly Spirit Assemblies, go on Student Study Trips, have choir performances, 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 Sherry Wilcox at sherry.wilcox@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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	3.1	7.3	7.4	5.7	5.7	4.4	3.8	3.7
Expulsions	7.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 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. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. 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 (CSSP) by March 1st of every year. As part of the update, each school site meets at least once per year with a law enforcement officer to review the CSSP and they hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every 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. Each school site conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by State law. 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 26, 2016.

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.

Federal Intervention Program (School Year 2016-17)

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	65.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	27	1	3		24	1	2		24	1	2	
1	30		2		30		2		30		2	
2	22	1	2		28		3		28		3	
3	31		2		28		2		28		2	
4	32		2		34			2	34			2
5	34		1	1	24	1	2		24	1	2	
Other	10	1										

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker	0.1	N/A
Nurse	0.1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7683	2085	5598	\$69,372
District	N/A	N/A	\$5,013	\$74,317
Percent Difference: School Site and District	N/A	N/A	11.7	-3.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	4.7	-4.9

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,196	\$45,092
Mid-Range Teacher Salary	\$73,948	\$71,627
Highest Teacher Salary	\$87,219	\$93,288
Average Principal Salary (Elementary)	\$110,528	\$115,631
Average Principal Salary (Middle)	\$117,984	\$120,915
Average Principal Salary (High)	\$134,096	\$132,029
Superintendent Salary	\$254,994	\$249,537
Percent of Budget for Teacher Salaries	37%	37%
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, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

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