

Mangini Ranch Elementary

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Mangini Ranch Elementary
Street	4643 Sparrow Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2460
Principal	Canen Peterson
Email Address	CanenPeterson@fcusd.org
School Website	https://www.fcusd.org/mre
County-District-School (CDS) Code	34673300113621

2022-23 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2022-23 School Overview

As a brand new school that opened for the 2021-2022 school year.

MANGINI RANCH ELEMENTARY VISION STATEMENT / MISSION STATEMENT

We expect all students, parents, and staff to work as a team to promote the maximum academic, social, and emotional growth of each student.

Mangini Ranch Elementary School is committed to carrying out its mission by:

1. Providing a safe and positive learning environment.
2. Providing caring and talented teachers.
3. Communicating effectively with parents and students.
4. Developing students' self-esteem.
5. Promoting student success and responsibility.
6. Recognizing positive growth and accomplishments.
7. Increasing the involvement of parents and the community in school activities.
8. Promoting comprehensive individualized academic expectations, through Response to Instruction/Intervention (RtI), Multi Tiered Systems of Support (MTSS), or enrichment as needed.
9. Providing opportunities for students to enrich and expand their school experiences through both classroom and extra-curricular activities.

2022-23 School Overview

10. Promoting appropriate integration of technology into the classroom.

Mangini Ranch Elementary School is one of 21 elementary schools in the Folsom Cordova Unified School District. Located along the Highway 50 corridor, beautifully positioned in a well thought out neighborhood, surrounded by Folsom's finest establishments and scenery. Mangini Ranch Elementary is a 45000 square foot school that sits on approximately 10 acres. Upon the opening of the school, approximately 70% of our families are from out of the area. This new community has welcomed Mangini Ranch Elementary with open arms with supportive family and community members.

Mangini Ranch Elementary School provides a challenging curriculum while allowing students to explore and develop their interests and talents. Students are assessed formally throughout the year and ongoing assessments guide the development of appropriate interventions and enrichment programs to meet the needs of all students. Our Multi-Tiered Systems of Support (MTSS) schedule offers a reduced class size to provide instruction for students in Gifted and Talented Education (GATE) accelerated classes and targeted instruction for remediation and intervention. Due to the support of our Parent-Teacher Association (PTA), Intel Corporation funds, and parents, we will be offering extended day programs, interventions, Science Technology Engineering & Math (STEM) curriculum, and a variety of school clubs, (i.e. Chess Club, Robotics Club, Engineering, Computer Club, and Musical Theater).

Mangini Ranch Elementary School maintains a positive school environment through the teamwork efforts of our staff, students and parents. Our hardworking school staff is expected to model the behavior we expect from our students. We expect our students to be Respectful, Responsible, Friendly, and Safe. Our Blackboard Connect messages (voice, emails, and text) and School Wires web pages on our website allow for maximum communication from the school to the members of our community. Frequent communication and strong parent involvement allow for an informed and positive learning environment.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	49
Grade 2	54
Grade 3	53
Grade 4	53
Grade 5	48
Total Enrollment	316

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.9
Asian	52.2
Black or African American	0.6
Filipino	13.3
Hispanic or Latino	9.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.7
White	17.4
English Learners	14.2
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	5.4
Students with Disabilities	4.1



A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned			3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			11.60	1.24	12115.80	4.41
Unknown			88.40	9.48	18854.30	6.86
Total Teaching Positions			933.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.80	96.53	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	0.50	3.47	62.20	6.31	15831.90	5.67
Total Teaching Positions	14.30	100.00	985.90	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		0.00
Misassignments		0.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.00
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 2022, and determine that each school within the District has 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 State 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2022 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Benchmark Advance, 2016	Yes	
Mathematics	Pearson - enVision, 2020	Yes	
Science	Amplify - California Science, 2019	Yes	
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	

School Facility Conditions and Planned Improvements

Our custodial and district staff maintains our school and grounds so that it is clean and beautiful. Trash is routinely picked up and the buildings are kept free of graffiti. We have benches for parents and students around the campus as well as shaded picnic tables bordering our playing fields. The facilities are checked each morning and evening by custodial staff for vandalism, cleanliness, and safety.

Mangini Ranch Elementary is a new two story school. It truly is a school of the future that puts student learning and collaboration first from collaboration areas within the pods from the indoor media center. Student learning doesn't just happen in the classrooms at Mangini Ranch it happens in all learning areas. We are truly proud of our school and its beautiful setting.

Date of inspection: September 24, 2022

Year and month of the most recent FIT report

2022 September

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	84	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	81	N/A	48	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	170	170	100.00	0.00	84.12
Female	85	85	100.00	0.00	85.88
Male	85	85	100.00	0.00	82.35
American Indian or Alaska Native	--	--	--	--	--
Asian	98	98	100.00	0.00	83.67
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	90.91
Hispanic or Latino	16	16	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	82.61
English Learners	16	16	100.00	0.00	50.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	14	100.00	0.00	50.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	170	170	100.00	0.00	80.59
Female	85	85	100.00	0.00	78.82
Male	85	85	100.00	0.00	82.35
American Indian or Alaska Native	--	--	--	--	--
Asian	98	98	100.00	0.00	86.73
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	16	16	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	69.57
English Learners	16	16	100.00	0.00	81.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	14	100.00	0.00	64.29

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	65.45	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100	0	65.45
Female	24	24	100	0	66.67
Male	31	31	100	0	64.52
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100	0	68.57
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

As a brand new school that opened for the 2021-2022 school year. District services are provided. Parent volunteers, interventions by highly qualified teachers, and extended day opportunities are available. Mangini Ranch Elementary School provides a thorough Back to School Night, Open House, committee meetings and principal/parent get togethers to facilitate better parent communication to support a strong home and school partnership.

As a brand new school that opened for the 2021-2022 school year. District services are provided as needed or allotted. Staff, parents, and community members review site plans and goals through PTA, School Site Council, Parent meetings, and English Learner Advisory Committee (ELAC) meetings. School Site Council is composed of five or more parents and five or more school staff.

Mangini Ranch utilized a variety of outreach efforts for input and feedback on the development of our School Plan for Student Achievement (SPSA). Our School Site Council (SSC) provides input into the plan during our scheduled meetings, noting areas of concern and growth. Despite COVID-19 related school closure in the spring of 2021, our SSC met in May to discuss needs and concerns for the upcoming school year. Our site council reviewed the final SPSA in August 2021, and our staff reviewed the plan in August as well. In composing this year's SPSA, our principal reflected on teacher and community input collected anecdotally during the 2022-23 school year as well.

Throughout the year, Mangini Ranch involves our school community, including parents, staff, and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership teams(Curriculum & Instruction Team/ Climate Facilitator Team, monthly)

School Site Council (SSC) meets 6 times a year (reviews and approves the plan by September 15, 2022; monitors throughout the year)

English Learner Advisory Committee (ELAC) minimum 3 times a year

Parent Survey (fall and spring)

Every Child by Name (ECBN) meetings three times a year

Consultations with the Director of Categorical Programs (ongoing)

Faculty meetings (LCAP workshop and review)

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	342	337	26	7.7
Female	167	165	11	6.7
Male	175	172	15	8.7
American Indian or Alaska Native	4	4	1	25.0
Asian	186	182	12	6.6
Black or African American	2	2	0	0.0
Filipino	42	42	1	2.4
Hispanic or Latino	31	31	2	6.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	20	19	0	0.0
White	56	56	10	17.9
English Learners	50	50	4	8.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	22	22	1	4.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	26	1	3.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions		3.25	2.45
Expulsions		0.06	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions		0.58	0.20	4.04	0.20	3.17
Expulsions		0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.58	0.00
Female	0.00	0.00
Male	1.14	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.54	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

2022-23 School Safety Plan

Our school is safe and well maintained. At Mangini Ranch Elementary, we pride ourselves on school appearance and campus safety. Our custodial staff also takes pride in keeping our campus clean and beautiful. Restrooms and eating facilities are cleaned daily. Kindergarten tables are disinfected nightly. Classrooms are cleaned several times a week. Any safety hazard that is reported is reviewed immediately and resolved. Our School Site Council and the Board of Education review safety plans each fall. In the 2021-2022 school year three (3) student accidents were reported.

Emergency plans have been developed in case a threatening situation should arise. The Emergency Plan is designed to give staff members and students guidance during emergency situations. Safety drills are held regularly to ensure that students and staff are well prepared in the event of an emergency. Our Safe Schools Plan encompasses disaster procedures, school conduct code and discipline, sexual harassment policy, and child abuse reporting.

Date of Last Review/Update: September 8, 2022

Date Last Reviewed with Staff: September 9, 2022

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	3		1
1	33		2	1
2	36		2	1
3	35		2	1
4	35	1		1
5	26	2		3
6				
Other	20	1		1

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

In addition to general state funding, Mangini Ranch receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

It is the goal of Mangini Ranch Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Our committed staff is always available to assist struggling students whether academic or emotional.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2