Mariposa Avenue Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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	Jessica Graber
Email Address	jessica.graber@sanjuan.edu
School Website	https://www.sanjuan.edu/mariposa
Grade Span	
County-District-School (CDS) Code	34-67447-6034714

2025-26 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website	www.sanjuan.edu

2025-26 School Description and Mission Statement

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 twenty-first 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.

Balanced 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. Mariposa also uses an Intervention Block Time Model to address the reading and writing needs of our academic levels of our students. Each grade level has a dedicated amount of time that is used for small group intervention through the classroom teacher and intervention teachers.

In order to meet the Common Core Standards in mathematics, we have implemented the district elementary math adoption and i-Ready Math Intervention Tools. 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. We are identified to receive Title I funding to supplement our current academic efforts. The successful education of all students is our number one goal at Mariposa Avenue Elementary. This includes 13 general education classes and an upper-grade Special Day Class (Learning Handicapped). On our campus, you will also find two preschool Special Day Classes (Communicatively Handicapped and Blended Program), a state head start preschool program, Discovery Club, and Bridges After-School Program which serves first through fifth-grade students.

2025-26 School Description and Mission Statement

We are able to provide many programs to meet the varied learning needs of our students, including physical education, dance, art, music, 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. Our PFO also holds many fun community-building events throughout the school year, like Trunk or Treat Night and Family Movie Nights. 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
- Extended Learning Opportunity Grant Programs
- Comprehensive literacy
- Academic Success Recognitions
- After-school intervention
- English Language Advisory Committee (ELAC)
- English language development program
- Guided Language Acquisition Development (GLAD)
- Special education program
- Lexia Core (on-line reading program/intervention)
- i-Ready Math and Reading Program
- Intervention Block Time
- Maker Space/STEAM Room
- Book Room/Leveled Library
- Positive Behavior Interventions and Supports (PBIS)
- 1:1 Technology for all students
- Televisions/Apple TVs and interactive TV Panels for interactive, twenty-first century learning environments
- Lunch/Recess & Staff Support Program
- Second Step Social Emotional Learning Program
- Daily Classroom Meetings
- Counselor and Social Worker Support

The expected outcomes include the following:

- Monthly PBIS Assemblies
- Restorative Practices
- Breakfast and Lunch Program
- Discovery Club Childcare
- Bridges After-School Program
- Parent Faculty Organization
- Staff and family communication
- Family Resource Room
- Preschool- Special Day Classes for Communicatively Handicapped Students and Autism.
- State Head Start Preschool Program
- Shoe and Clothing Closet
- Monthly Sacramento Food Bank and Family Service's food distribution program

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	49
Grade 2	53
Grade 3	55
Grade 4	65
Grade 5	58
Total Enrollment	326

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	55.5
American Indian or Alaska Native	0.3
Asian	10.1
Black or African American	4.9
Hispanic or Latino	31.3
Native Hawaiian or Pacific Islander	1.2
Two or More Races	6.4
White	45.7
English Learners	35.6
Homeless	6.1
Socioeconomically Disadvantaged	73.9
Students with Disabilities	21.5

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.

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)	15.9	88.88	1946.1	78.12	234405.2	84
Intern Credential Holders Properly Assigned	0	0	21.6	0.87	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	80.7	3.24	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	243.5	9.78	11953.1	4.28
Unknown/Incomplete/NA	2	11.12	199.1	8	15831.9	5.67
Total Teaching Positions	17.9	100	2491.1	100	279044.8	100

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.

2022-23 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)	15	93.75	1925.6	80.09	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	23.5	0.98	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.25	84.5	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	253.4	10.54	11746.9	4.23
Unknown/Incomplete/NA	0	0	117	4.87	14303.8	5.15
Total Teaching Positions	16	100	2404.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.5	92.5	1867.3	76.49	230039.4	100
Intern Credential Holders Properly Assigned	0.5	2.5	36	1.48	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5	94.3	3.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	276.2	11.32	12112.8	4.34
Unknown/Incomplete/NA	0	0	167.1	6.85	13705.8	4.91
Total Teaching Positions	20	100	2441.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.6	14.2
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 23, 2025 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 2025 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: https://www.sanjuan.edu/academics/curriculum. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science 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: https://www.sanjuan.edu/academics/curriculum.

Year and month in which the data were collected	September, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	0.0
Mathematics	2015: Pearson - Envision Math	0.0
Science	2020: Twig Science	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	0.0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	2023: The Art of Education (digital), Grades K-5	0.0%

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

School Facility Conditions and Planned Improvements

General
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. District maintenance staff ensure 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. This school contains 27 classrooms, and 7 other student or administrative spaces as well as 3 playgrounds.

Age of School Buildings
76 years but with modernizations and additions completed in subsequent years.

Maintenance and Repair
LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days.

Cleaning Process and Schedule
The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

Deferred Maintenance Budget
The LEA participates in the State School Deferred maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures 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. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)
N/A

Modernization Projects (if applicable)
N/A

New School Construction Projects (if applicable)
N/A

Year and month of the most recent FIT report	09/30/2025

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			

School Facility Conditions and Planned Improvements

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	27	40	41	47	48
Mathematics (grades 3-8 and 11)	20	12	29	29	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	181	172	95.03	4.97	26.74
Female	67	63	94.03	5.97	31.75
Male	114	109	95.61	4.39	23.85
American Indian or Alaska Native	0	0	0	0	0
Asian	20	19	95.00	5.00	15.79
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	56	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	28.57

White	80	73	91.25	8.75	32.88
English Learners	66	59	89.39	10.61	8.47
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	142	94.67	5.33	21.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	10.87

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	180	178	98.89	1.11	11.80
Female	67	67	100.00	0.00	14.93
Male	113	111	98.23	1.77	9.91
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	5.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	55	55	100.00	0.00	3.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	7.14
White	80	79	98.75	1.25	21.52
English Learners	66	66	100.00	0.00	7.58
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	16.67
Military	0	0	0	0	0

Socioeconomically Disadvantaged	149	147	98.66	1.34	10.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	2.17

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.54	14.75	29.38	28.9	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	14.75
Female	23	23	100.00	0.00	8.70
Male	38	38	100.00	0.00	18.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	16.00
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100.00	0.00	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	7.69

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	93.2%	93.2%	93.2%	93.2%	93.2%

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.

2025-26 Opportunities for Parental Involvement

Parent Faculty Organization: The PFO provides educational programs for parents, funds for classroom instructional supplies, and assemblies. They hold events such as: Trunk or Treat Night, Movie Nights, Jog-A-Thon and a Holiday Breakfast. For more information call the school office at 916-971-5212 or contact Laura Brady at laura.brady@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 (ELAC): 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 call the school office at 916-971-5212 or contact Jill Long at jill.long@sanjuan.edu.

Special Events and Activities: Throughout the school year, we have many activities that families are encouraged to attend. We have special events such as a Back to School Event and Community Resource Fair, Move Nights, Multicultural Night and Starstruck Dance Performance. We hold monthly PBIS Assemblies, take student study trips, hold two book fairs, and celebrate Red Ribbon Week and 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 and community partners as they assist with clerical tasks, reading with children, and practicing math facts. Please contact your child's teacher or the school office if you are interested in being fingerprinted in order to volunteer.

Communication with Families:

- Community Bulletins: A monthly school newsletter, a parent involvement newsletter, and a PFO newsletter help to keep parents informed.
- Parent Information Board to communicate with families. Individual teachers also send home bulletins with students. Some teachers have class websites.
- School Website: The website 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 Instagram: Announcements, upcoming events, and special recognitions.
- School Facebook Page: Announcements, upcoming events, and special recognitions.
- School Blackboard Connect: This telephone/email/text/push notification 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.
- TalkingPoints: This is a text messaging communication system to communicate with families that also allows families to text back to the school.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	369	352	105	29.8
Female	160	154	41	26.6
Male	209	198	64	32.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	36	4	11.1
Black or African American	18	16	3	18.8
Filipino	--	--	--	--
Hispanic or Latino	115	111	35	31.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	22	7	31.8
White	167	162	54	33.3
English Learners	138	134	33	24.6
Foster Youth	--	--	--	--
Homeless	26	25	10	40.0
Socioeconomically Disadvantaged	306	291	83	28.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	89	29	32.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.51	4.19	6.5	4.53	4.89	3.8	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.05	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.50	0.00
Female	1.88	0.00
Male	10.05	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.63	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.00	0.00
White	8.98	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	15.38	0.00
Socioeconomically Disadvantaged	7.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.30	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

School Safety Plan
San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists, work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriff's Department & Citrus Heights Police Department. As needed, San Juan Unified utilizes contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26	0	2	0
1	27	0	2	0
2	25	0	2	0
3	17	1	2	0
4	15	2	1	0
5	15	2	1	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	0
1	27	0	2	0
2	26	0	2	0
3	19	1	2	0
4	17	1	2	0
5	16	1	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23		2	
1	25		2	
2	27		2	
3	18	1	2	
4	22	1	2	
5	19	1	2	

2024-25 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	1036.67

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$17,616	$8,003	$9,613	$93,870
District	N/A	N/A	$8,625	$90,853
Percent Difference - School Site and District	N/A	N/A	8.6	4.7
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-11.4	-0.8

Fiscal Year 2024-25 Types of Services Funded

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. Base/unrestricted expenditures, except for general guidelines, are 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$52,217	$60,863
Mid-Range Teacher Salary	$77,770	$93,575
Highest Teacher Salary	$111,100	$125,548
Average Principal Salary (Elementary)	$147,623	$157,645
Average Principal Salary (Middle)	$156,383	$165,341
Average Principal Salary (High)	$176,064	$182,580
Superintendent Salary	$324,066	$357,064
Percent of Budget for Teacher Salaries	31.36%	30.36%
Percent of Budget for Administrative Salaries	5.58%	4.88%

Professional Development

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. Eighteen hours per year are dedicated to staff collaboration and professional learning planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Meetings and Principal Networks.

The District provides professional development opportunities for teachers and administrators that support the implementation of grade level standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, TK-2 Reading, and the California Mathematics Framework. 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 grade level 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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3