

Mariposa 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 Elementary School
Street	30800 Palo Alto Drive
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 794-8620
Principal	Mr. Scott Bohlender
E-mail Address	scott_bohlender@redlands.k12.ca.us
Web Site	http://mariposa.redlandsusd.net/
CDS Code	36-67843-6036545

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

As Principal of Mariposa Elementary School, I am pleased to present to the community our School Accountability Report Card. Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card. The purpose of the report card is to provide parents and the community with important information about their public school. Mariposa Elementary is a positive school community composed of exceptional students, committed teachers, diligent classified employees, outstanding parents, and a devoted PTA. Our students are enthusiastic learners and we at Mariposa Elementary are continuously proud of their ongoing achievements including receiving California Distinguished School status in the spring of 2012. In the summer of 2013, Mariposa was honored to receive PTO Today Magazine's "National Parent Group of the Year" award. Over the last several years, Mariposa has also been a California Business for Education Excellence (CBEE) Honor Roll School.

Mission Statement: The staff of Mariposa Elementary School, with the strong support and involvement of our parents and community, is committed to emphasizing academic and social achievement at the highest levels of excellence and to meeting the unique needs of all students with standards-based and visual and performing-arts oriented programs.

School Description: The school motto is: "Mariposa, Where Children Come First". The partnership between school, home, and the community is exceptional. We are indebted to the tremendous parental support that is a hallmark of our school. Annually, we average approximately 13,000 hours of volunteerism.

Our goal is to provide our students with the academic and social tools they need to become productive members of our society. Students are guided by our "Five Keys to Success."

These Keys are as follows:

Pride: a job well done by putting forth their best effort at all times.

Contribution: the ability of students to think of others, contribute to the school, the classroom and our community.

Responsibility: the ability to be trustworthy, do what is right, and accept the consequences when they make a poor choice.

Flexible Thinking: the ability to solve real problems on their own.

Organization: the ability to get classwork and homework turned in on time, come to class prepared and to budget time wisely.

These essential elements of knowledge and character provide a basis for our educational practices. The collective result is a responsible and capable student body. The Five Keys are taught by our staff, reflected in our our daily activities. A different key is highlighted monthly and students are rewarded at Flag Ceremonies for exhibiting exemplary behaviors related to our Keys.

Mariposa School has a unique learning environment for all students. The campus is beautifully decorated with murals, curriculum gardens, nature trails and waterfalls. Thirty minutes before school begins, students and parents can hear music from our current Composer of the Month. Students are greeted daily with selections from this composer as they arrive at school. Each month we feature a different composer.

We welcome visitors and encourage you to call for a campus tour or an appointment to visit classrooms. We have much to be proud of and want to share our program with our community.

School Summary: Mariposa School was built in 1965 as a neighborhood school. It is one of 16 elementary schools in the Redlands Unified School District. Located in the south hills of the city, there are approximately 580 students attending kindergarten through fifth grade. Additionally, 9% of our students are identified as Gifted and Talented, 10% percent are receiving assistance through Special Services (Resource Specialist Program, speech and language services, mild/moderate learning disabled and moderate/severe autism classes). The average attendance at school is 96.47% and approximately 26% are eligible for a district bus pass.

In 2012, Mariposa was awarded California Distinguished School status. In 2008, Mariposa was awarded an Honorable Mention for the California Distinguished School program. The California Business for Education Excellence/Just for Kids-California awarded Mariposa with Honor Roll School status in 2010 - 2015. A 2006 Golden Bell Award was granted to Mariposa School for our excellent garden curriculum. Our project, Growing Great Gains in the Garden, connects science, social studies and mathematics to outdoor learning. This program is coordinated by parent volunteers. In 2000, Mariposa was previously named a California Distinguished School.

To address the academic needs of all students, the school utilizes a variety of interventions including universal access materials, computer-based instruction and individualized instruction. All teachers have been trained to use Thinking Maps strategies to enhance brain-based learning. In addition, all teachers have been trained on writing instruction via a program called Write from the Beginning. When available, America Reads tutors and work-study college students assist students reading below grade level. Students with identified learning disabilities receive services through the Specialized Academic Instruction Program (SAI). SAI utilizes in-class or pull-out services from highly qualified certificated teachers and instructional paraprofessionals in the resource and special day classrooms. The Speech, Language and Hearing (SLP) Program serves students with needs in articulation, language, or other speech-related issues that are impacting learning. Approximately 8% of our students are English Language Learners (ELL) and are served by teachers trained in Cross-Cultural Language Acquisition Development (CLAD) and Specially Designed Academic Instruction in English (SDAIE). Mariposa's approximately 52 GATE (Gifted and Talented Education) students receive GATE instruction in-class; some additional enrichment activities are offered to GATE students as well. All of Mariposa's staff is trained on GATE instructional strategies.

Fourth and fifth grade students have an opportunity to participate in Instrumental Music and Band programs weekly. There are several performances throughout the year on site and in our community. Likewise, students in 1st-5th grades may join the Chorus or Junior Chorus. Students also perform at Flag Ceremonies with their classmates. All students have an opportunity to participate in at least one performance each year with their classroom.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	112
Grade 1	86
Grade 2	74
Grade 3	106
Grade 4	115
Grade 5	100
Total Enrollment	593

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	12
Filipino	1.7
Hispanic or Latino	32.9
Native Hawaiian or Pacific Islander	0
White	45.9
Two or More Races	4.9
Socioeconomically Disadvantaged	29
English Learners	6.2
Students with Disabilities	10.5
Foster Youth	0.8

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	23	23	22	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1964, Mariposa Elementary School has 26 classrooms, a library, and a computer lab. With an enrollment of 580 students in grades K-5, we find our school is near full capacity at almost all grades. The students, staff, and parents are very proud of the appearance of our school. We have large murals painted on the walls and the bounce/ball walls. We also have two large maps of the United States on the blacktop. An efficient custodial staff and a special student program, Friendly Helpers, guarantee a litter free campus each day. Eagle Scout projects have beautified the campus over the years as well. The staff at Mariposa Elementary School and the Redlands Unified School District work diligently to maintain a safe, clean campus for students of our community to attend. When maintenance and repairs are needed, the site custodians are notified or work orders are submitted to the district's Service Center where district personnel are dispatched in a timely manner to make any necessary repairs.

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: December 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: December 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	69	75	53	59	44	48
Mathematics	58	64	40	44	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	105	102	97.1	72.5
	4	115	109	94.8	83.5
	5	102	99	97.1	67.7
Male	3	53	50	94.3	74.0
	4	59	56	94.9	80.4
	5	55	53	96.4	62.3
Female	3	52	52	100.0	71.2
	4	56	53	94.6	86.8
	5	47	46	97.9	73.9
Asian	3	11	11	100.0	90.9
	4	13	13	100.0	100.0
	5	19	18	94.7	88.9
Hispanic or Latino	3	35	33	94.3	54.5
	4	37	35	94.6	80.0
	5	27	27	100.0	40.7
White	3	48	48	100.0	81.3
	4	60	56	93.3	80.4
	5	39	39	100.0	76.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	27	25	92.6	48.0
	4	30	29	96.7	69.0
	5	32	31	96.9	45.2
English Learners	4	11	11	100.0	54.5
Students with Disabilities	3	14	12	85.7	25.0
	4	11	8	72.7	37.5
	5	17	17	100.0	11.8

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	105	102	97.1	74.5
	4	115	109	94.8	64.8
	5	102	99	97.1	52.5
Male	3	53	50	94.3	80.0
	4	59	56	94.9	69.6
	5	55	53	96.4	54.7
Female	3	52	52	100.0	69.2
	4	56	53	94.6	59.6
	5	47	46	97.9	50.0
Asian	3	11	11	100.0	90.9
	4	13	13	100.0	92.3
	5	19	18	94.7	77.8
Hispanic or Latino	3	35	33	94.3	63.6
	4	37	35	94.6	50.0
	5	27	27	100.0	29.6
White	3	48	48	100.0	77.1
	4	60	56	93.3	64.3
	5	39	39	100.0	59.0
Socioeconomically Disadvantaged	3	27	25	92.6	60.0
	4	30	29	96.7	39.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	32	31	96.9	32.3
English Learners	4	11	11	100.0	27.3
Students with Disabilities	3	14	12	85.7	25.0
	4	11	8	72.7	25.0
	5	17	17	100.0	5.9

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)	84	64	84	72	71	68	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	102	99	97.1	83.8
Male	55	53	96.4	81.1
Female	47	46	97.9	87.0
Asian	19	18	94.7	88.9
Hispanic or Latino	27	27	100.0	63.0
White	39	39	100.0	89.7
Socioeconomically Disadvantaged	32	31	96.9	67.7
Students with Disabilities	17	17	100.0	58.8

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	22.2	34.3	30.3

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)

Mariposa is fortunate to have a very active parent community. Our families and community come together to accomplish our mission and work to exceed our goals. From the marquee to the many formal and informal communications, we actively work to facilitate parental involvement and awareness. Parents and community members are part of our strong classroom volunteer program. Active involvement includes classroom tutoring, facilitating our library program, helping out with many of our special functions, Book Fair, Wee Share contribution program, Fall Festival, the PTA Reflections program, and a variety of other classroom and school-wide events. Our active PTA provides an annual fundraiser, the "A-thon," which raises money for school equipment, assemblies and field trips. Our School Site Council works with the principal to monitor the school plan and to provide input on curricular issues and school life matters. Our parents have been known to volunteer over 13,000 hours in support of our students. Because of the strong support of our parents, we are able to provide extra enrichment activities, such as school assemblies, to our students. Our Library runs almost full time because of parent volunteers. Our beautiful gardens and excellent garden curriculum are also supported by parent volunteers. We also have the support of community members such as the University of Redlands, the Redlands Educational Partnership, and the Assistance League of Redlands. In 2013, we were named Parent Group of the year in PTO Today's national contest. We have frequently been a CBEE Honor Roll School as well.

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	0.6	0.6	0.3	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Mariposa School utilizes data from its California Safe School Assessment, monthly Safety Inspection reports, discipline files, and suspension/expulsion reports to evaluate the current status of our school. A School Safety Plan is adopted in the fall of each school year and is reflective of the school's safety needs.

The key components of Mariposa's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. A Disaster Preparedness plan is reviewed annually and drills are performed monthly.

To ensure student safety before school, campus monitors, teachers, and the administrator supervise the school grounds including the bus drop-off area, cafeteria, and playground. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass.

The campus is supervised during the day by Campus Monitors.

After school, students walk to the bus loading area and a crossing guard ensures students cross the street safely. Teachers and a Campus Monitor supervise the areas until all students have left the campus for home. The principal assists with supervision after school as needed.

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		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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	22	2	2		14	7			12	8		
1	25		3		26		3		24		4	
2	25		5		25		4		21		4	
3	23		4		28		4		24		3	
4	35			3	31		2	1	34			2
5	29	1	2	1	29	1	1	2	35			3
Other									28		1	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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	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	\$5,238.05	\$671.50	\$4,566.55	\$79,124.73
District	N/A	N/A	\$4,566.55	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-1.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-19.6	4.3

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

Types of Services Funded (Fiscal Year 2015-16)

Other categorical funds support the instructional program at Mariposa: State Funds: Lottery Funds, LCFF = [School Improvement Program (SIP) funds and English Learner [Limited English Proficient - LEP] funds]. Federal Funds: Title III: (Federal LEP Funds). Categorical funds are used to supplement core curriculum by providing additional educational opportunities for the appropriate student populations.

Summary of Strengths: Mariposa has a dedicated staff with great expertise who strive to collectively promote the highest achievement possible in all students. A strong and supportive parent group is engaged to provide classroom assistance and sponsor fund-raising activities for special equipment, assemblies, field trips and materials. Excellent test scores, coupled with outstanding student work, testify to the high quality of students that attend Mariposa. Student work products and projects that reflect critical thinking are all part of our program. Academic expectations are high; homework is given daily and is expected to be returned on time. Students are expected to come to work prepared with the materials they need to be successful. The school provides a warm environment for learning culminating each week with a 1st-5th grade Flag Ceremony highlighting student awards, class performances, and school spirit building activities.

Critical Needs:

The following needs are critical to the continuing and improving the excellent program for our students:

- to provide up to date student and teacher technology for classrooms
- to train our teachers to incorporate technology into daily lessons
- to ensure that every child is a reader by the end of third grade
- to continue our work in writing across all grade levels
- to continue to increase our skills in working with gifted (GATE) students
- to continue to increase knowledge in the visual and performing arts
- to frequently review data to ensure mastery of the Common Core standards
- to provide English Learners with assistance to master English and gain academic skills

Student Objectives: Mariposa's School Plan is revised annually and approved by the RUSD Board of Education. The School Plan reflects the goals and student objectives developed by the staff, School Site Council [SSC] and English Language Advisory Committee [ELAC]. The plan is available to parents and community members upon request.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	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)

Redlands Unified School District's Educational Services Division assists professional development activities by arranging training for staff, parents, and school community members. The district sponsors training for professional growth and student care. All district training is aligned with the California Standards for the Teaching Profession. Past training has been provided in the areas of Common Core standards, instructional strategies, instructional rigor, meeting the needs of Gifted and Talented Students, working with linguistically diverse students, technology, and classroom management.

Recently our current focus for staff development at our school has been the new Common Core ELA and Math standards as well as Common Core instructional strategies. Additional themes have included differentiated instruction and the use of data to inform instruction. Teachers have an opportunity to take part in collaboration days to share instructional strategies. These minimum days allow staff to have more time to work together to align their curricular strategies within their grade levels.

Three Teachers On Assignment (TOA) work with the staff biweekly to facilitate coaching and training in areas of focus. The staff is trained to work in-depth with data received from the district common assessments and California Standards Tests. Data meetings are used to discuss grade level and individual goals and objectives for targeted students. All students, with an emphasis on those at-risk, are monitored for growth and mastery of concepts.

District support to Mariposa includes three Teachers On Assignment (TOA). A TOA is a peer coach and content expert. Together, classroom teacher and coach work to improve instruction and ensure success for all students. The District's TOAs have been trained to coach teachers and are knowledgeable in core content areas. The TOAs work with teachers in depth, at various grade levels, biweekly.

Teachers also receive instructional assistance (as needed) and on-going support from the principal. All teachers participate in Data Team meetings with the principal to review plans, student progress and instructional strategies. To support special needs students, teachers may also receive consultation from district special education staff or outside agencies, such as the SELPA. Historically, the district has provided support to first and second year teachers through the (Beginning Teacher Support and Assessment program (BTSA). New teachers received 24 hours of inservice training and monitoring by a BTSA mentor. Training may also include IST or 504 Training, Direct Instruction (DI) Training, and Classroom Management strategies.

Mariposa teachers have frequent opportunities to collaborate, including Grade Level meetings, regular Staff meetings, and Leadership Team meetings. By using assessment data and carefully selecting professional development, we work more efficiently by teaming, sharing best practices, and thus, we are collaborative across all curricular areas.