

# Mariposa Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Mariposa Elementary School
<b>Street</b>	30800 Palo Alto Drive
<b>City, State, Zip</b>	Redlands, CA 92373
<b>Phone Number</b>	(909) 794-8620
<b>Principal</b>	Dustin Hackney
<b>Email Address</b>	dustin_hackney@redlands.k12.ca.us
<b>Website</b>	<a href="http://mariposa.redlandsusd.net/">http://mariposa.redlandsusd.net/</a>
<b>County-District-School (CDS) Code</b>	36-67843-6036545

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

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, home of the Monarchs, 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" which is central to our character education program.

### 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 in conjunction with our MindUp Character Education curriculum, which are reflected in 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, gardens, and nature trails. Thirty minutes before school begins, students and parents can hear music from our current Composer of the Month.

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 532 students attending transitional kindergarten through fifth grade. Additionally, 13% of our students are identified as Gifted and Talented, 17% percent are receiving assistance through Special Services (Resource Specialist Program, speech and language services, and mild/moderate learning disabled). The average attendance at school is 96.24% and approximately 33% are eligible for free or reduced lunch.

Mariposa was awarded California Distinguished School status in both 2000 and 2012. Additionally, it awarded an Honorable Mention for the California Distinguished School program in 2008. 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.

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. 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 4% 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 72 GATE (Gifted and Talented Education) students receive GATE instruction in-class; some additional enrichment activities are offered to GATE students as well. The majority of Mariposa's staff is trained on GATE instructional strategies for differentiation.

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 3rd-5th grades may join the 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 2018-19)

Grade Level	Number of Students
Kindergarten	101
Grade 1	80
Grade 2	88
Grade 3	105
Grade 4	89
Grade 5	90
<b>Total Enrollment</b>	<b>553</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	10.1
Filipino	0.9
Hispanic or Latino	30.2
White	50.3
Two or More Races	5.6
Socioeconomically Disadvantaged	32.7
English Learners	5.6
Students with Disabilities	13.4
Foster Youth	0.5
Homeless	12.8

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	23	4
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	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** December 2019

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.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
<b>Science</b>	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
<b>History-Social Science</b>	Social Studies Alive! TCI (2016)	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1965, Mariposa Elementary School has 26 classrooms, a library, and a lab space. With an enrollment of approximately 532 students in grades TK-5, we find our school is near full capacity at almost all grades. The students, staff, and parents are very proud and take great pride in the appearance of our school. We have large murals painted throughout campus that reflect our culture and are continuing to paint more. 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. Our custodians work diligently each day and night to ensure our campus and classrooms remain clean and safe for all students, staff and parents. 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. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** November 2019

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

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	75	72	59	57	50	50
Mathematics (grades 3-8 and 11)	70	64	45	44	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	281	98.94	1.06	71.89
Male	149	147	98.66	1.34	71.43
Female	135	134	99.26	0.74	72.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	86	84	97.67	2.33	54.76
Native Hawaiian or Pacific Islander					
White	137	136	99.27	0.73	80.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	19	19	100.00	0.00	63.16
Socioeconomically Disadvantaged	89	88	98.88	1.12	39.77
English Learners	23	23	100.00	0.00	39.13
Students with Disabilities	50	47	94.00	6.00	19.15
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	50.00

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	281	98.94	1.06	64.06
Male	149	147	98.66	1.34	67.35
Female	135	134	99.26	0.74	60.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	86	84	97.67	2.33	45.24
Native Hawaiian or Pacific Islander					
White	137	136	99.27	0.73	72.79
Two or More Races	19	19	100.00	0.00	47.37
Socioeconomically Disadvantaged	89	88	98.88	1.12	30.68
English Learners	23	23	100.00	0.00	47.83
Students with Disabilities	50	47	94.00	6.00	23.40
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	44.12

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.3	30.8	35.2

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Mariposa is fortunate to have a very active parent volunteer community. Our families and community come together to accomplish our mission and work to exceed our goals. We actively work to facilitate parental involvement and awareness within Mariposa through the many formal and informal communications including, the marquee and weekly bulletin. 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 annual fundraisers, the "Fall Festival" and the spring's "A-thon," which raise money for various school equipment, assemblies and field trips. Our School Site Council works with the principal to monitor the school plan and budgetary expenses, as well as, 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 are also supported by parent volunteers via the Garden Club they organize on a monthly basis. Students stay physically active because of the volunteer led "Run Club" which meets every Tuesday and Thursday before school. 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	1.2	0.9	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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. Our SSC council which consists of parents and staff members reviewed and updated our plan on October 9, 2019. Our staff annually reviews their roles and duties within the safety plan for the annual Great American Shake out which occurs annually in October. The district wide drill this year was held on October 17, 2019. In addition, Mariposa holds monthly safety fire drills. The school also annually practices a Lock Down drill as part of our safety program.

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 around campus for all visitors to check in at the front office and scan their drivers license into the Raptor system for increased safety.

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.

Mariposa has also created a school safety committee that consists of parents, staff members and the principal that meets once a month to continue to look at and discuss ways that we could continue to make our school a safer place for students, staff and visitors.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	8			12	8			21	2	3	
1	24		4		26		3		26		3	
2	22		4		23		4		24		3	
3	24		3		23	1	3		23		5	
4	29		2	1	29		2	1	35			2
5	30	1	1	3	28	1	1	2	28	1		3
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,199.06	\$423.18	\$5,775.88	\$83,882.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-0.7	-1.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-26.1	2.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Mariposa Elementary School receives both general and categorical funds that pay for support personnel, staff development, grade level collaboration, and the purchase of materials that support and enhance the curriculum. All of the services funded through categorical state funds (LCFF) are reflected in our School Plan for Student Achievement (SPSA) and is annually approved by the RUSD board of education. The plan reflects the goals and objectives developed based on needs by the staff, School Site Council (SSC) and English Advisory Committee (ELAC). The types of services funded are based on student need.

Mariposa teachers differentiate instruction based on student learning needs and collaborate with grade level team teachers to ensure student's progress at every level. Mariposa further supports students through hourly support staff for our English Language Learners, as well as, various interactive software's including Accelerated Reader, STAR, and Dreambox, among other software's. the support students within the classroom and at home. To further enhance student learning, we prioritize our Makerspace lab the help innovate learning for students.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	13	13

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.

Recently our current focus for staff development at our Mariposa is focused on the Standards of Mathematical practice and how to effectively integrate those standards into the classroom on a daily basis. This professional development consists of a full day of training for our entire staff as well as 3 partial days ongoing throughout the year. Additionally, we are focusing on instructional strategies that can be used to integrate the ELA and Mathematics curriculum and standards. Teachers have an opportunity to take part in six half day collaboration days to share ideas and collaborate on a given professional development topic ranging from data analysis, instructional strategies, district initiatives, etc. These minimum days allow staff to have more time to work together to align their curricular strategies within their grade levels as well as across grade levels. In addition to these six days, Mariposa teachers have frequent opportunities to collaborate within grade level meetings where they focus on further data analysis and integration of the new Social Studies Curriculum. We also hold regular staff meetings, and Leadership team meetings. Mariposa teachers have frequent opportunities to collaborate, including Grade Level meetings, regular Staff meetings, and Leadership Team meetings.

Teachers also receive instructional assistance (as needed) and on-going support from the principal and the District. Plans to support special needs students, teachers may also receive consultation from district special education staff or outside agencies, such as the SELPA. The District centrally oversees new teacher training. Training may also include IST or 504 Training, Instructional Strategies Training, and Classroom Management strategies.