

# **Mariposa Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

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. Mariposa currently serves 465 Transitional Kindergarten through fifth grade students. 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. Our school is staffed with one principal and a staff that is made up of qualified, professional, and enthusiastic certificated and classified employees.

This school year has been extremely unique with distance learning. Our certificated has is dedicated to continue to provide rigorous instruction in an engaging atmosphere to the best of their abilities during this school year.

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.

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. Teachers have been trained or incorporate thinking maps and writing strategies to enhance learning. 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 impact learning. Approximately 2.5% of our students are English Learners (EL) and are served by teachers trained in Cross-Cultural Language Acquisition Development (CLAD) and Specially Designed Academic Instruction in English (SDAIE). Mariposa's GATE (Gifted and Talented Education) students receive additional enrichment activities that are offered after school. 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.

In addition, 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.

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.

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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	90
Grade 1	85
Grade 2	79
Grade 3	88
Grade 4	104
Grade 5	85
<b>Total Enrollment</b>	<b>531</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.9
Asian	9.6
Filipino	1.1
Hispanic or Latino	29
White	51.8
Two or More Races	5.3
Socioeconomically Disadvantaged	35.8
English Learners	4.3
Students with Disabilities	16.6
Foster Youth	0.8
Homeless	13.7

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	23	26	103
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** December 2020

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

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

## School Facility Conditions and Planned Improvements

Built in 1965, Mariposa Elementary School has 26 classrooms, a library, and a lab space. Mariposa has an enrollment of approximately 465 students in grades TK-5. 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

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** November 2020

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

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	72	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	64	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	50	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

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, weekly bulletin, and weekly calls from the principal. Parents and community members are part of our strong classroom volunteer program. Active involvement includes classroom tutoring, facilitating our library program, helping 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. Historically, our parents 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.

This school year, through distance learning, our PTA is still finding new ways to engage our students and support the school culture by putting together Grab and Go's in a safe environment to help our students continued to feel connected to school.

**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**

**(data collected between July through June, each full school year respectively)**

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

**Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.75	2.16	
Expulsions	0	0.03	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

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 reviews and updates the plan on a yearly basis. Our staff annually reviews their roles and duties within the safety plan for the annual Great American Shake out which occurs annually in October. 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	12	8			21	2	3		10	8		
1	26		3		26		3		27		3	
2	23		4		24		3		25		3	
3	23	1	3		23		5		20	1	3	
4	29		2	1	35			2	33	2		2
5	28	1	1	2	28	1		3	27	1		2
Other**									16	2		

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,398.36	\$619.47	\$5,778.89	\$86,462.00
District	N/A	N/A	\$6,015.41	\$84,929
Percent Difference - School Site and District	N/A	N/A	-4.0	1.8
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-29.1	2.2

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 the needs of current students.

Mariposa teachers differentiate instruction based on student learning needs and collaborate with grade level team teachers to ensure student's progress at every level. This year our teachers have been using various district approved software including Google Classroom, Zoom, Accelerated Raeder, STAR, Dreambox, MyON, and other software's to support our students with their learning in the Distance Learning environment.

To further enhance student learning, we prioritize our Makerspace lab the help innovate learning for students.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$52,484
Mid-Range Teacher Salary	\$81,554	\$81,939
Highest Teacher Salary	\$102,814	\$102,383
Average Principal Salary (Elementary)	\$126,044	\$129,392
Average Principal Salary (Middle)	\$135,743	\$136,831
Average Principal Salary (High)	\$146,559	\$147,493
Superintendent Salary	\$226,600	\$254,706
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	2

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.