

Mariposa Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

| | |
|--|---|
| School Name | Mariposa Elementary School |
| Street | 30800 Palo Alto Drive |
| City, State, Zip | Redlands, CA 92373 |
| Phone Number | (909) 794-8620 |
| Principal | Laraissa Gill |
| Email Address | laraissa_gill@redlands.k12.ca.us |
| School Website | https://www.redlandsusd.net/Domain/18 |
| County-District-School (CDS) Code | 36-67843-6036545 |

2022-23 District Contact Information

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

2022-23 School Overview

As Principal of Mariposa Elementary School, I am proud 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 442 Transitional Kindergarten through fifth grade students. Mariposa School has a unique learning environment for all students. The campus is beautifully decorated with murals, gardens, and nature trails. Each day before school begins, students, parents and staff hear music being played by our current Composer of the Month. Our students are enthusiastic learners and we are continuously proud of their ongoing achievements. Mariposa was awarded California Distinguished School status in both 2000 and 2012. Additionally, we were 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 school is staffed with one principal and a staff that is made up of qualified, professional, and enthusiastic certificated and classified employees.

For the 2022-2023 school year, our return to in-person learning has been met with challenges, however, our certificated staff has proven their dedication by continuing to provide a rigorous instructional program in a safe and engaging education setting. Mariposa School staff utilizes schoolwide, grade level, and classroom data to determine progress towards standards mastery and to identify areas of need. In addition, Accelerated Reader (AR) reports and Renaissance STAR Reading/Early Literacy programs are used to monitor student progress in their reading and reading comprehension. STAR Math is used to monitor student progress in mathematics. In addition to classroom remediation, the school utilizes a variety of interventions including universal access materials, computer-based instruction and individualized intervention instruction. Teachers have been trained to incorporate thinking maps and writing strategies to enhance and support 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 3.3% 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

2022-23 School Overview

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.

In addition to academic supports, it has been necessary this school year to focus on students social and emotional wellness. The Redlands Unified School District purchased a program called Character Strong to support all elementary schools with this initiative. This curriculum is taught in conjunction with Mariposa's school-wide Behavior Expectations: Be Kind, Be Responsible, Be Safe. Students are provided with positive behavior incentives that include school-wide recognition through monthly awards and weekly school-wide drawings.

Mariposa's Mission Statement contends: "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." The school motto declares that: "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 volunteer work on behalf of our dedicated parents and families. As a result, the children are provided a variety of enrichment opportunities that support their rigorous classroom learning environments. Families are provide a large variety of school and community events in which they can participate to support the school and their child's learning.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 75 |
| Grade 1 | 60 |
| Grade 2 | 75 |
| Grade 3 | 69 |
| Grade 4 | 79 |
| Grade 5 | 81 |
| Total Enrollment | 439 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.9 |
| Male | 50.1 |
| American Indian or Alaska Native | 0.5 |
| Asian | 10.7 |
| Black or African American | 1.1 |
| Filipino | 0.9 |
| Hispanic or Latino | 29.6 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 5.9 |
| White | 50.1 |
| English Learners | 3.4 |
| Foster Youth | 0.0 |
| Homeless | 8.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 34.2 |
| Students with Disabilities | 16.2 |

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.10 | 87.20 | 832.10 | 85.87 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.70 | 0.70 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 4.13 | 35.20 | 3.63 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 0.41 | 29.80 | 3.08 | 12115.80 | 4.41 |
| Unknown | 2.00 | 8.26 | 65.10 | 6.72 | 18854.30 | 6.86 |
| Total Teaching Positions | 24.20 | 100.00 | 969.10 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 1.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 1.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.10 | |
| Total Out-of-Field Teachers | 0.10 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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.

| | |
|--|---------------|
| Year and month in which the data were collected | December 2022 |
|--|---------------|

| 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)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards. | No | 0% |
| Mathematics | Math In Focus Houghton Mifflin Harcourt (2015) | Yes | 0% |
| Science | Inspire Science by McGraw-Hill (2022) | Yes | 0% |
| History-Social Science | Social Studies Alive! TCI (2019) | Yes | 0% |
| Foreign Language | N/A | | N/A |
| Health | N/A | | N/A |
| Visual and Performing Arts | N/A | | 0% |
| Science Laboratory Equipment (grades 9-12) | NA | | N/A |

School Facility Conditions and Planned Improvements

Built in 1965, Mariposa Elementary School has 26 classrooms, a library, and an Innovation Space. Mariposa has an enrollment of approximately 442 students in grades TK-5. The students, staff, and parents take great pride in the appearance of our school. We have large murals painted throughout campus that reflect our culture and value system. We also have two large maps of the United States on the blacktop. An efficient custodial staff and a special student program and 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 and our community. The governing board has adopted cleaning standards for all schools in the Redlands Unified School District. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The school principal works daily with the custodial staff to develop cleaning schedules that ensure a clean and safe school environment. As maintenance and repairs are needed, the site custodians are notified and work orders are submitted to the district's Service Center where district personnel are dispatched in a timely manner to make any necessary repairs.

Year and month of the most recent FIT report

July 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 65 | N/A | 51 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 55 | N/A | 35 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 229 | 224 | 97.82 | 2.18 | 64.73 |
| Female | 119 | 116 | 97.48 | 2.52 | 70.69 |
| Male | 110 | 108 | 98.18 | 1.82 | 58.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 26 | 96.30 | 3.70 | 84.62 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 62 | 98.41 | 1.59 | 43.55 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 50.00 |
| White | 122 | 119 | 97.54 | 2.46 | 73.11 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 27 | 27 | 100.00 | 0.00 | 29.63 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 106 | 103 | 97.17 | 2.83 | 46.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 44 | 42 | 95.45 | 4.55 | 28.57 |

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 229 | 226 | 98.69 | 1.31 | 55.31 |
| Female | 119 | 118 | 99.16 | 0.84 | 52.54 |
| Male | 110 | 108 | 98.18 | 1.82 | 58.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 27 | 100.00 | 0.00 | 81.48 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 63 | 100.00 | 0.00 | 34.92 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 50.00 |
| White | 122 | 119 | 97.54 | 2.46 | 60.50 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 27 | 27 | 100.00 | 0.00 | 44.44 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 106 | 104 | 98.11 | 1.89 | 44.23 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 44 | 43 | 97.73 | 2.27 | 32.56 |

CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 56.96 | NT | 32.27 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 79 | 79 | 100 | 0 | 56.96 |
| Female | 39 | 39 | 100 | 0 | 61.54 |
| Male | 40 | 40 | 100 | 0 | 52.5 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 24 | 100 | 0 | 41.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 39 | 39 | 100 | 0 | 64.1 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 38 | 38 | 100 | 0 | 50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 18 | 100 | 0 | 27.78 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 96% | 99% | 100% | 99% | 99% |

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Mariposa provides opportunities for parents and families to help build school community and increase parent involvement. Parents are invited to serve on the School Site Council, Safety Committee, or serve on the PTA to participate in the shared decision making for our school. There are also a variety of family nights, including Pastry with the Principal in which parents and families can learn more about Mariposa's instructional programs and happenings within our school. Mariposa is also a Visual and Performing Arts school, as such, there are robust opportunities for families to volunteer, engage and support the school through this medium as well.

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 electronic marquee, weekly family 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. As a result of this strong support from our parents, we are able to provide extra enrichment activities, such as school assemblies, for our students. Mariposa students have significant access to the school Library since it runs nearly full-time because of the dedication of our parent volunteers. Our beautiful gardens are well-maintained with the support of our parent volunteers via the Garden Club that 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 partners 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.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 469 | 459 | 59 | 12.9 |
| Female | 233 | 228 | 26 | 11.4 |
| Male | 236 | 231 | 33 | 14.3 |
| American Indian or Alaska Native | 4 | 2 | 1 | 50.0 |
| Asian | 49 | 49 | 1 | 2.0 |
| Black or African American | 5 | 5 | 2 | 40.0 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 143 | 138 | 33 | 23.9 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 28 | 27 | 0 | 0.0 |
| White | 231 | 229 | 20 | 8.7 |
| English Learners | 15 | 15 | 2 | 13.3 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 42 | 39 | 4 | 10.3 |
| Socioeconomically Disadvantaged | 205 | 199 | 29 | 14.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 103 | 102 | 23 | 22.5 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.53 | 2.61 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.22 | 3.67 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Mariposa School utilizes data from its California Safe School Assessment, monthly Safety Inspection reports, discipline records 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 School Site Council, which consists of parents and staff members, reviews and updates the plan on an annual basis. Yearly, our staff reviews their roles and duties within the safety plan during the annual Great American Shake out which occurs annually in October. In addition, Mariposa holds monthly safety fire drills, quarterly earthquake drill, and lockdown drills at each trimester.

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 whose primary objective is to look at and discuss ways to enhance the safety our school a safer place for students, staff, and visitors. During the 2022-2023 school year the safety committee reviewed the safety plan on 8/23/22; staff and public comment and input was received until 9/1/22; the plan was reviewed again and adopted by the safety committee on 9/15/22; and the safety plan was RUSD board approved on 9/27/22. The committee developed two specific goals for our school to be completed by the end of this school year. These include:

Goal 1: Ensure school grounds are well maintained, ensure safe student play and contribute the overall social emotional wellness of children. The committee specifically discussed re-imagining the planter on the North side of the Multi-Purpose Room. This area is under-utilized and is a prime location on the playground. This space will be converted to an area that provides a social emotional connection to the school and to other students. Actions steps to meet this goal include collaboration with SSC, PTA, and Safety Committee to re-imagine the outdoor space, conduct an evaluation of the space by RUSD Maintenance and Operations department, and determine labor and materials cost. Funding to meet this goal is drawn from the Character Education budget.

Goal 2: Promote a positive school climate in which students feel safe and happy at school. The committee specifically discussed a 15% increase in student confidence in the school's ability to effectively address teasing/bullying. Actions steps to meet this goal include providing School Assemblies facilitated by Principal and or outside vendors to address teasing/bullying and Second Step classroom lessons taught by teachers and the elementary counselor. Funding to meet this goal is drawn from the Character Education budget.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 10 | 8 | | |
| 1 | 27 | | 3 | |
| 2 | 25 | | 3 | |
| 3 | 20 | 1 | 3 | |
| 4 | 33 | 2 | | 2 |
| 5 | 27 | 1 | | 2 |
| 6 | | | | |
| Other | 16 | 2 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 9 | 7 | | |
| 1 | 15 | 1 | 2 | |
| 2 | 24 | | 3 | |
| 3 | 19 | 4 | | |
| 4 | 26 | | 3 | |
| 5 | 31 | | 3 | |
| 6 | | | | |
| Other | 15 | 3 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 11 | 6 | 1 | |
| 1 | 19 | 2 | 1 | |
| 2 | 23 | | 3 | |
| 3 | 23 | 1 | 2 | |
| 4 | 25 | | 3 | |
| 5 | 24 | | 3 | |
| 6 | | | | |
| Other | 10 | 2 | | |

2021-22 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 439 |

2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7,904.73 | \$1082.28 | \$6822.45 | \$87,534.86 |
| District | N/A | N/A | \$7211.11 | \$88,816 |
| Percent Difference - School Site and District | N/A | N/A | -5.5 | -1.5 |
| State | N/A | N/A | \$6,594 | \$88,358 |
| Percent Difference - School Site and State | N/A | N/A | 3.4 | -0.9 |

2021-22 Types of Services Funded

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. For the 2022-2023 school year, Mariposa has been identified as school-wide Title 1. These funds are being used to provide intervention opportunities before, during, and after school for those students that qualify. All of the services funded through categorical state funds (LCFF) are reflected in our School Plan for Student Achievement (SPSA) which is annually approved by the Redlands Unified School District's 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 that are identified by staff, input from various school committees, and the data derived from formative and summative classroom assessments.

Along with the core curriculum materials, Mariposa implements the Accelerated Reader Program (AR). Accelerated Reader is standards-based and is used as a supplemental program for additional teaching practices, as well as a key component of the reading intervention program. Students who are underperforming are referred to an Intervention Team Meeting. The IST Team is comprised of parents, present and former teachers, school counselor, psychologist, speech and language pathologist, and administrator as needed. If the interventions implemented through IST level I and II meetings prove ineffective, an IST level III meeting is held for possible recommendation and psychological assessment to determine the possibility of an underlying disability. If a disability exists, the staff initiates the IEP process. The regular education program enables under-performing students to meet the standards in the following ways: reading buddies, in-class teacher modifications, parent volunteers, accessibility to appropriate instructional materials, technology support, and pull-out/push-in intervention time in language arts and math. The Mariposa staff is dedicated to ensuring that the district adopted curricula is accessible to all students. Special needs students are served in a variety of ways including mainstreaming opportunities along with a variety accommodations to meet students needs and disabilities. English Learner students receive support through both integrated and designated instructional practices within the classroom for a minimum of 30 minutes per day. To further enhance student learning, we prioritize our Makerspace lab to support innovation in learning for all TK- 5th grade students.

2020-21 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$51,965 | \$54,370 |
| Mid-Range Teacher Salary | \$82,615 | \$82,681 |
| Highest Teacher Salary | \$109,075 | \$106,610 |
| Average Principal Salary (Elementary) | \$133,996 | \$135,283 |
| Average Principal Salary (Middle) | \$143,214 | \$141,244 |
| Average Principal Salary (High) | \$155,485 | \$152,955 |
| Superintendent Salary | \$260,000 | \$264,367 |
| Percent of Budget for Teacher Salaries | 35% | 33% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

Redlands Unified School District's Educational Services Division provides professional development opportunities by arranging training for staff, parents, and school community members. Non-certificated staff members have access to Professional Development through various departments. As an example, our paraprofessionals and instructional aides have access to professional development through our Special Services department. Clerical staff receive training on the various programs required to carry out the functions of their duties. Other non-instructional support staff, such as our custodial team, also has access to training via our Maintenance and Operations Division within the District to support the safety and cleanliness of our school site. All District and site training for certificated staff is aligned with the California Standards for the Teaching Profession. The current District-wide focus for teachers' staff development has been on the delivery of Universal Design for Learning (UDL). Specifically, teachers have received training on applying UDL strategies to reduce learner burnout and increase learner agency. Targeted training has been focused on how to effectively integrate these strategies into the classroom instructional program on a daily basis. This professional development consists of a full day of training for our entire staff and is a continued focus from the prior 2021-2022 school year. Ongoing support for implementation of UDL strategies is provided at the site level by the principal.

Mariposa teachers have an opportunity to take part in 9 half-days to share ideas and collaborate on a given professional development topic ranging from data analysis, instructional strategies and District/Site initiatives. 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. At the present, we are focusing on increasing academic rigor through the use of technology and ensuring student access to learning through Universal Design for Learning (UDL). Mariposa is committed to the RUSD 2025 initiative by enhancing learning through STEAM instruction in the classroom and in the Makerspace lab. In addition to these 9 days, Mariposa teachers have frequent opportunities to collaborate within grade level meetings where they focus on data analysis, integration of the NGSS standards with the newly adopted Inspire science curriculum, and plan lessons around our school and District initiatives.

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. This support ranges from informal coaching to a more formal Assistance Plan with goals and strategies to support teachers in their delivery of instruction and classroom management. To support our teachers with their special needs students, teachers may also receive consultation and training from District special education staff or outside agencies, such as the SELPA. The District centrally oversees new teacher training and ensures that all new teachers are properly trained and can effectively utilize District programs. The Induction Program through our District provides two years of intensive support for new teachers by providing a mentor that facilitates the training and coaching for new teachers. Ongoing training at the site may also include IST or 504 Training, Instructional Strategies Training, and Classroom Management Strategies.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 7 | 10 |