

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
School Name	Mariposa Elementary School
Street	1605 East D Street
City, State, Zip	Ontario, CA 91764
Phone Number	909-983-4116
Principal	Dr. Winfred B. Roberson, Jr.
Email Address	winfred.roberson@omsd.net
Website	https://www.omsd.net/Domain/25
County-District-School (CDS) Code	36-67819-6036347

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

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

Welcome to Mariposa Elementary School. We are a diverse community of learners who aspire to become leaders of the 21st Century. Our mission statement is: As Leaders, we will inspire and empower! You might ask who do we inspire and empower? The answer is... EVERYONE (students, staff, families and the community)!

We at Mariposa Elementary truly believe in our mission statement and strive to help our students achieve their potential. Through our Leader in Me implementation we have better defined our school's mission and live it more fully. By creating a focus on Leadership our school culture has improved and our students are not only learning the academic lessons they need but also acquiring the social-emotional skills they need to succeed in their future.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	112
Grade 1	106
Grade 2	125
Grade 3	107
Grade 4	112
Grade 5	133
Grade 6	5
Total Enrollment	700

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.3
Asian	1.9
Filipino	0.3
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.6
White	1.9
Two or More Races	0.6
Socioeconomically Disadvantaged	94.6
English Learners	45.6
Students with Disabilities	10.1
Foster Youth	0.4
Homeless	17.9

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	28	28	29	963
Without Full Credential	0	1	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mariposa Elementary has a total of 38 classrooms, a library, an administration building with a staff lounge, a multi-purpose room and three separate offices for the speech pathologist, psychologist and instructional coach. The school facility offers a safe learning environment with fully functioning lighting, heating and cooling systems, noise negation and solar panels. In addition to three separate play areas with playground equipment for kindergarten, primary and upper grade students, there is a large field with sufficient space for students to play. There are 13 restrooms available for students and 6 restrooms designated for staff, all of which are in working condition. The school has an outside covered area with tables and a fully enclosed multipurpose room that are used for breakfast, lunch and special school events. Wireless and/or network internet access is available in all buildings throughout the school.

Administrators meet weekly with the head custodian to discuss any maintenance, grounds, and/or cleaning issues. A routine cleaning schedule is in place. The head custodian maintains cleanliness on the grounds daily. At night, classrooms have trash emptied daily and are vacuumed every other day. Deep cleaning occurs during extended breaks and the summer months. The district takes great efforts to ensure that all schools are clean, safe and functional. Site and district maintenance and grounds staffs make sure that the work necessary to keep the school in good repair and aesthetically pleasing are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The floors, walls, and plumbing system are all in good shape.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Operations Department conducts an annual in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office. The last state inspection mandated under the Williams Settlement was completed on August 21, 2019.

During the most recent Facility Conditions Evaluation conducted on August 21, 2019, by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walk through of our school. There were no extreme deficiencies found and no There were no good repair deficiencies.

The report on this inspection was forwarded to the Superintendent of Schools.

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: August 21, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Good	

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)	27	34	43	44	50	50
Mathematics (grades 3-8 and 11)	25	24	31	36	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	359	358	99.72	0.28	33.52
Male	183	182	99.45	0.55	32.42
Female	176	176	100.00	0.00	34.66
Black or African American	28	28	100.00	0.00	28.57
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	314	314	100.00	0.00	34.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	340	339	99.71	0.29	33.04
English Learners	233	233	100.00	0.00	31.33
Students with Disabilities	49	49	100.00	0.00	10.20
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	65	65	100.00	0.00	26.15

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	359	358	99.72	0.28	24.30
Male	183	182	99.45	0.55	27.47
Female	176	176	100.00	0.00	21.02
Black or African American	28	28	100.00	0.00	14.29
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	314	314	100.00	0.00	24.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	340	339	99.71	0.29	23.60
English Learners	233	233	100.00	0.00	22.75
Students with Disabilities	49	49	100.00	0.00	2.04
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	65	65	100.00	0.00	20.00

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	24.2	21.9	14.1

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 parents have many opportunities for involvement in the school and their student's education. Parents are invited to participate in the following parent groups: School Site Council, English Learner Advisory Council, Special Education Advisory Committee, Gifted and Talented Education Parent Meetings, Coffee with the Principal, School-Wide PBIS Team (Positive Behavior Intervention and Supports) and LCAP Advisory Meetings. Mariposa parents are encouraged to attend meetings and provide input on such topics as safety and access, site strategic planning, school plan program decisions and advise the school leadership on the needs of English learners, GATE students and students with disabilities.

The School Action Plan for Parent/Community Involvement addresses the establishment of a parental survey to determine interests and needs of parents. Our school hosts a parent volunteer recognition event and various family nights to engage Mariposa families and the community. Other training opportunities are available such as training parents as volunteers, parenting skills training, roles and responsibilities of Site Council and SELPAC membership. Parent meetings are presented monthly to assist parents with strategies on how to support the academic success of their students.

Information about current events and school activities can be found on the Ontario Elementary School website, flyers and Twitter account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect."

Parents who want more information or wish to participate may contact Ida Rubio at 909) 983-4116.

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	3.2	1.7	3.5	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan was last updated in February of 2019. It was reviewed by staff in September of 2019. The school safety plan includes provisions for establishing a secure campus, including the requirement of visitor badges (or district badges for district employees), monitoring of the campus perimeter, common release procedures for all teachers, continuous monitoring for safety hazards throughout the campus. There is also a detailed listing of emergency procedures for fire, earthquake, and potential and actual campus intrusions and staff and students are trained at the beginning of the year, in addition to monthly drills. Emergency provisions of water and sanitary kits and limited food are maintained in each classroom and additional supplies of food, boxed water, batteries, and other important supplies are maintained in storage. A set of several sturdy two-way radios are maintained to ensure communication can be maintained during emergencies.

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	26		5		24		5		22	1	4	
1	25		3		27		4		25		4	
2	22		5		20	1	4		24		5	
3	22	1	5		21	1	4		27		3	
4	28		3		30		4		27		4	
5	28		4		23	1	3		32		4	
6									13	1		
Other**	19	1	1						19	1	1	

*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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$7737.0	\$1666.0	\$6070.0	\$88059.0
District	N/A	N/A	\$1608.0	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	116.2	0.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-21.2	6.3

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)

We provide several opportunities to support students in meeting their academic goals. We also offer before and after school academic interventions and enrichment opportunities for students. Students have multiple opportunities to read and check out library books at their own reading level. A full-time Instructional Coach supports teachers to plan and implement a high-quality instructional program for all students along with targeted assistance for English Learners, Students with Disabilities and Socio-economically disadvantaged students. Our Elementary Administrator monitors implementation of our programs for English Learners, Positive Behavior Intervention System and provides staff development for certificated and classified staff.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	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	12	15	17

Professional development at the site and district levels address the implementation of common core standards based instruction using the core curriculum, effective instructional strategies for differentiated learning, and positive behavior intervention supports in the classroom and on the playground. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), support for veteran teachers through the Peer Assistance and Review program (PAR), leadership development for administrators, compliance related workshops and a variety of job-specific and mandated trainings for classified employees. The district also provides professional development to support and train teachers with instruction for English Language Learners. This support is focused on helping EL students attain proficiency on the English Language Proficiency Assessment for California (ELPAC) and the statewide assessment (SBAC).

Professional development at Mariposa School is developed based on student assessment data and teacher need. Teachers are trained both during after-school meetings during half and full release days. The Principal, Elementary Administrator and Instructional Coach provide instructional support for teachers to grow as professionals through observations, in-class coaching, coaching cycles, peer-coaching individual and grade level data meetings. Staff development includes professional learning in the following areas: ELA, Math, English Language Development (ELD), Professional Learning Communities (PLCs), Data Analysis, Positive Behavior Interventions & Supports (PBIS), Multi-Tiered System of Supports (MTSS), instructional planning, integrated technology and our new school wide initiative of the Leader in Me, which focuses on academic achievement and social-emotional needs of students.

Throughout the 2019-2020 school year, Mariposa staff has continued to receive professional development in our district adopted English Language Arts, math, and science curriculum. Additionally, Mariposa staff has received further training in the Leader in Me program.