

# Mariposa Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Mariposa Elementary School
<b>Street</b>	1605 East D Street
<b>City, State, Zip</b>	Ontario, CA 91764
<b>Phone Number</b>	909-983-4116
<b>Principal</b>	Arnie Ayala
<b>Email Address</b>	arnie.ayala@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Mariposa">https://www.omsd.net/Mariposa</a>
<b>County-District-School (CDS) Code</b>	36-67819-6036347

## 2021-22 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2021-22 School Overview

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.

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.0	96.3	847.8	91.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	3.7	6.0	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	13.8	1.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	6.0	0.7	12115.8	4.4
<b>Unknown</b>	0.0	0.0	54.1	5.8	18854.3	6.9
<b>Total Teaching Positions</b>	27.0	100.0	927.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
<b>Mathematics</b>	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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	0%
<b>Science</b>	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%
<b>History-Social Science</b>	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-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
<b>Foreign Language</b>	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	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

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. There are no current or planned facility improvements.

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 September 2, 2021.

During the most recent Facility Conditions Evaluation conducted on September 2, 2021, 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. The report on this inspection was forwarded to the Superintendent of Schools.

**Year and month of the most recent FIT report**

September 2, 2020

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	347	NT	NT	NT	NT
<b>Female</b>	167	NT	NT	NT	NT
<b>Male</b>	180	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	30	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	297	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	156	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	74	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	324	NT	NT	NT	NT



<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	347	NT	NT	NT	NT
<b>Female</b>	167	NT	NT	NT	NT
<b>Male</b>	180	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	30	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	297	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	156	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	74	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	324	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
<b>All Students</b>	347	326	93.95%	6.05%	23.92%
<b>Female</b>	167	157	94.01%	5.99%	28.74%

<b>Male</b>	180	169	93.89%	6.11%	19.44%
<b>American Indian or Alaska Native</b>	0	0	0.00%	0.00%	0.00%
<b>Asian</b>	9	9	100.00%	0.00%	0.00%
<b>Black or African American</b>	32	30	93.75%	6.25%	46.88%
<b>Filipino</b>	2	2	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	297	278	93.60%	6.40%	20.20%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	
<b>White</b>	7	7	100.00%	0.00%	NA
<b>English Learners</b>	156	140	89.74%	10.26%	0.00%
<b>Foster Youth</b>	2	2	100.00%	0.00%	
<b>Homeless</b>	37	36	97.3	270.00%	0.00%
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	347	326	93.95%	6.05%	23.92%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	50	46	92.00%	8.00%	0.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iREADY Student Groups</b>	<b>iREADY Total Enrollment</b>	<b>iREADY Number Tested</b>	<b>iREADY Percent Tested</b>	<b>iREADY Percent Not Tested</b>	<b>iREADY Percent At or Above Grade Level</b>
<b>All Students</b>	347	320	92.22%	7.78%	21.38%
<b>Female</b>	167	154	92.22%	7.78%	11.38%
<b>Male</b>	180	166	92.22%	7.78%	10.00%
<b>American Indian or Alaska Native</b>	0	0	na	na	na
<b>Asian</b>	9	9	100.00%	0.00%	0.00%
<b>Black or African American</b>	32	28	87.50%	12.50%	0.00%
<b>Filipino</b>	2	2	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	297	274	92.26%	7.74%	10.10%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	na	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	7	7	100.00%	0.00%	0.00%
<b>English Learners</b>	156	139	89.10%	10.90%	0.00%
<b>Foster Youth</b>	2	2	100%	0.00%	
<b>Homeless</b>	37	35	94.59%	5.41%	0.00%

<b>Military</b>	0	0	0	0	na
<b>Socioeconomically Disadvantaged</b>	347	320	92.22%	7.78%	10.66%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	na
<b>Students with Disabilities</b>	50	46	92.00%	8.00%	0.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	116	NT	NT	NT	NT
<b>Female</b>	62	NT	NT	NT	NT
<b>Male</b>	54	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	13	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	97	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	51	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	16	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	110	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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 Mariposa Elementary School website, School-wide Class Dojo 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 and School-wide Class Dojo.

Parents who want more information or wish to participate may contact our front office at (909) 983-4116.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	689	681	140	20.6
Female	328	325	65	20.0
Male	361	356	75	21.1
American Indian or Alaska Native	5	5	4	80.0
Asian	12	12	0	0.0
Black or African American	61	61	19	31.1
Filipino	4	4	0	0.0
Hispanic or Latino	591	585	115	19.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	6	4	0	0.0
White	9	9	1	11.1
English Learners	344	344	74	21.5
Foster Youth	6	6	2	33.3
Homeless	80	80	21	26.3
Socioeconomically Disadvantaged	641	637	140	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	77	21	27.3

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.50	0.00	2.98	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.20	1.64	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The School Safety Plan was last updated in December of 2021. It was reviewed by staff in August of 2021. 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

#### 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.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	1	4	
1	25		4	
2	24		5	
3	27		3	
4	27		4	
5	32		4	
6	13	1		
Other	19	1	1	

## 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	22	2	3	
1	24		4	
2	25		4	
3	25		5	
4	28		4	
5	27		4	
6				
Other	11	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	25	1	4	
1	28		3	
2	24		4	
3	25		4	
4	30		4	
5	28		4	
6				
Other	12	2		

## 2020-21 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	



## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7737.0	\$1666.0	\$6070.0	\$88059.0
District	N/A	N/A	\$1608.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	116.2	-5.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-32.7	2.5

## 2020-21 Types of Services Funded

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. Administrators monitor the implementation of our programs for English Learners, Positive Behavior Intervention System and provides staff development for certificated and classified staff.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,998	\$52,060
<b>Mid-Range Teacher Salary</b>	\$87,146	\$84,043
<b>Highest Teacher Salary</b>	\$105,113	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$138,892	\$133,582
<b>Average Principal Salary (Middle)</b>	\$141,565	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$319,095	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

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 (Induction), 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, Assistant Principal, 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 school wide initiative of the Leader in Me, which focuses on academic achievement and social-emotional needs of students.

Throughout the 2021-2022 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, Kagan strategies and PLCs.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	33	15

# Ontario-Montclair School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT	NT	NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1919	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT		NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1919	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.