

Mariposa Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Mariposa Elementary School
Street	1605 East D Street
City, State, Zip	Ontario, CA 91764
Phone Number	909-983-4116
Principal	Arnie Ayala
Email Address	arnie.ayala@omsd.net
School Website	https://www.omsd.net/Mariposa
Grade Span	K-6
County-District-School (CDS) Code	36-67819-6036347

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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!

We at Mariposa Elementary truly believe in our Mission Statement and strive to help our students achieve their full 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

2024-25 School Description and Mission Statement

but also acquiring the social-emotional skills they need to succeed in their future.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	78
Grade 2	99
Grade 3	91
Grade 4	78
Grade 5	96
Grade 6	5
Total Enrollment	567

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.5
Asian	1.1
Black or African American	8.1
Filipino	0.5
Hispanic or Latino	87.1
Two or More Races	0.5
White	2.1
English Learners	47.4
Foster Youth	0.9
Homeless	15.5
Socioeconomically Disadvantaged	95.8
Students with Disabilities	13.1

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)	26.00	96.30	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.70	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	27.00	100.00	927.80	100.00	274759.10	100.00

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)	27.10	96.44	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.56	59.30	6.04	15831.90	5.67
Total Teaching Positions	28.10	100.00	981.40	100.00	279044.80	100.00

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.

2022-23 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)	27.00	96.09	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.36	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.56	46.20	4.79	14303.80	5.15
Total Teaching Positions	28.10	100.00	966.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.1
Total Out-of-Field Teachers	0.00	0.00	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	No	0%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	K-5 Studies Weekly Adopted 2023* 6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%

	*Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.		
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Mariposa Elementary has a total of 38 classrooms, a library, a parent center, 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 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. The most recent FIT Report was conducted on October 30, 2024.

Year and month of the most recent FIT report	10/30/2024
---	------------

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			

School Facility Conditions and Planned Improvements

Electrical	X		Building F - Room 72 - Classroom: Light out in classroom.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Building G - Electrical Room: Electrical panels require 36" clearance. Portables - Room 10 - Classroom: Ramp needs non skid applied. apply to others as needed.
Structural: Structural Damage, Roofs	X		Portables - Room 08 - Classroom: Replace ramp board as needed and non skid. Portables - Room 16 - Classroom: Replace siding and skirting on north side as needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Building A - Staff Lounge: Exterior door doesn't close properly. Building B - Room 20 - Workroom: Door doesn't latch closed. Portables - Room 82 - Classroom: Patch asphalt east of P-82.

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	28	33	40	41	46	47
Mathematics (grades 3-8 and 11)	22	29	30	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	264	98.51	1.49	32.58
Female	130	128	98.46	1.54	34.38
Male	138	136	98.55	1.45	30.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	30.43
Filipino	--	--	--	--	--
Hispanic or Latino	233	229	98.28	1.72	32.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	124	120	96.77	3.23	20.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	181	179	98.90	1.10	28.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	4.17

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	268	100.00	0.00	29.10
Female	130	130	100.00	0.00	26.15
Male	138	138	100.00	0.00	31.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	30.43
Filipino	--	--	--	--	--
Hispanic or Latino	233	233	100.00	0.00	28.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	124	124	100.00	0.00	16.13
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	181	181	100.00	0.00	24.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	4.17

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.71	17.89	22.36	20.60	30.29	30.73

2023-24 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	95	95	100.00	0.00	17.89
Female	42	42	100.00	0.00	23.81
Male	53	53	100.00	0.00	13.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	84	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	39	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	12.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

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.

2023-24 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. The administration of the PFT requires only participation results 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	100.0%	100.0%	100.0%	100.0%	100.0%

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.

2024-25 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, Grade-level Workshops, Family Leadership Institute (FLI), 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 community/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 Parent Square and Instagram accounts.

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	638	614	130	21.2
Female	311	300	69	23.0
Male	327	314	61	19.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	--	--	--
Black or African American	63	61	27	44.3
Filipino	--	--	--	--
Hispanic or Latino	539	521	95	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	12	2	16.7
English Learners	312	300	40	13.3
Foster Youth	--	--	--	--
Homeless	142	130	26	20.0
Socioeconomically Disadvantaged	611	590	127	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	97	30	30.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.56	0	0.16	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.31	0.00
Non-Binary	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	0.19	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	0.70	0.00
Socioeconomically Disadvantaged	0.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Safety Plan was last updated in August of 2024. It was reviewed by staff in August and quarterly. 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

2024-25 School Safety Plan

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.

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	21	1	4	
1	24		4	
2	26		3	
3	23		4	
4	25		4	
5	21	1	4	
Other	11	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	4	1	
1	26		4	
2	24		4	
3	20	4		
4	23	1	3	
5	25		4	
Other	14	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	5		
1	25		3	
2	24		4	
3	22	1	3	
4	24		3	
5	31		3	
Other	13	2		

2023-24 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	567

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$7,983	\$1,421	\$6,561	\$127,584
District	N/A	N/A	\$1608.0	\$104,660
Percent Difference - School Site and District	N/A	N/A	121.3	19.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-48.6	27.9

Fiscal Year 2023-24 Types of Services Funded

We provide several opportunities to support students in meeting their academic goals. We also offer before/after and between the bells 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

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

Professional Development

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 2022-2023 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, Student Study Team Process (SST), Gradual Release, and PLCs.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	22	17	12