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	30800 Palo Alto Drive
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 794-8620
Principal	Laraissa Gill
Email Address	laraissa_gill@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/Domain/18
Grade Span	TK-5
County-District-School (CDS) Code	36-67843-6036545

2024-25 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2024-25 School Description and Mission Statement

Mariposa Elementary School, part of the Redlands Unified School District, serves 452 Transitional Kindergarten through fifth-grade students. Home of the Monarchs, Mariposa fosters a positive environment with engaged students, committed staff, and active parent involvement through a dedicated PTA. The campus features murals, gardens, and nature trails, creating a unique learning atmosphere. Each morning begins with music from the Composer of the Trimester, inspiring a culture of learning. Mariposa's history of excellence includes recognition as a California Distinguished School and CBEE Honor Roll School, reflecting its commitment to academic and innovative programming.

2024-25 School Description and Mission Statement

For the 2024-2025 school year, Mariposa's academic programs integrate STEAM activities, engineering, and educational technology. Tools like Accelerated Reader, STAR assessments, and data-driven strategies help monitor and support student progress. Specialized services, including SAI and SLP programs, address diverse learning needs, while GATE students benefit from after-school enrichment. Social-emotional wellness is emphasized through Character Strong and schoolwide behavior expectations: Be Kind, Be Responsible, Be Safe. Positive behavior is celebrated with monthly awards and weekly recognitions, supported by tiered interventions for all students.

Mariposa thrives through strong partnerships with parents and the community. Families contribute approximately 13,000 volunteer hours annually, supporting classroom activities, library programs, and events like the Fall Festival and Book Fair. PTA fundraisers enhance school resources, and parent-led initiatives like the Garden Club and Run Club enrich student experiences. Guided by its mission to emphasize academic and social achievement, Mariposa upholds its motto, "Where Children Come First," fostering a collaborative and enriching educational environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	68
Grade 2	71
Grade 3	64
Grade 4	78
Grade 5	70
Total Enrollment	435

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.5
Asian	10.1
Black or African American	1.6
Filipino	0.5
Hispanic or Latino	31.5
Two or More Races	8.5
White	45.3
English Learners	2.8
Foster Youth	0.5
Homeless	2.3
Socioeconomically Disadvantaged	34.3
Students with Disabilities	21.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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)	21.10	90.84	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.52	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	2.00	8.60	57.10	5.89	15831.90	5.67
Total Teaching Positions	23.20	100.00	970.20	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)	20.10	90.43	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.54	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.00	8.99	53.70	5.50	14303.80	5.15
Total Teaching Positions	22.20	100.00	975.90	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	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	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	0.10	0.10	0.1
Total Out-of-Field Teachers	0.10	0.10	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)	0.00	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

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area.

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

Mariposa Elementary School, built in 1965, features 26 classrooms, a library, and an Innovation Space to support a well-rounded education for our students. With an enrollment of approximately 452 students in grades TK-5, our school community takes immense pride in maintaining a welcoming and vibrant campus. Large murals throughout the school reflect our culture and values, and two large maps of the United States on the blacktop add to the engaging environment for our students. The recent Facilities Inspection Tool (FIT) report confirms that Mariposa is well-maintained and in good repair, highlighting our commitment to providing a safe and clean environment for learning.

Our dedicated custodial staff works tirelessly each day and night to ensure that the campus and classrooms remain clean and safe for students, staff, and visitors. They are supported by our "Friendly Helpers" program, where students contribute to keeping our campus litter-free. Over the years, Eagle Scout projects have further beautified the campus, demonstrating community involvement and care. The governing board of the Redlands Unified School District has adopted cleaning standards for all schools, and a summary of these standards is available in the school office, at the District Office, or on the District's website. At Mariposa, the principal collaborates daily with the custodial team to ensure that these high standards are upheld.

When maintenance or repairs are needed, the site custodians promptly notify the District's Service Center, which ensures timely attention by dispatching personnel to address any issues. This efficient process underscores the District's commitment to maintaining a safe, clean, and functional learning environment. Mariposa Elementary School continues to benefit from the combined efforts of its staff, students, and the broader community to create a campus that is not only well-maintained but also reflective of the pride we all share in our school.

Year and month of the most recent FIT report	July 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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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)	68	70	50	50	46	47
Mathematics (grades 3-8 and 11)	58	66	37	37	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	217	214	98.62	1.38	69.63
Female	108	107	99.07	0.93	70.09
Male	109	107	98.17	1.83	69.16
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	58.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	66.67
White	104	104	100.00	0.00	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	34.04

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	215	212	98.60	1.40	65.57
Female	106	105	99.06	0.94	64.76
Male	109	107	98.17	1.83	66.36
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	66.67
White	104	104	100.00	0.00	68.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	46.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	24.44

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)	58.54	70.00	31.39	32.96	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	72	71	98.61	1.39	69.01
Female	35	35	100.00	0.00	71.43
Male	37	36	97.30	2.70	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	75.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	44.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	28.57

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	95%	89%	95%	86%	97%

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 Elementary School, a proud member of the Redlands Unified School District, offers a variety of opportunities for parents to play an active and meaningful role in our school community. Through platforms like the School Site Council, Safety Committee, and Parent Teacher Association (PTA), parents have the chance to participate in shared decision-making processes that shape the future of our school. Additionally, events such as family nights and "Coffee with the Principal" provide opportunities for families to connect and stay informed about school programs and initiatives.

Mariposa's classroom volunteer program thrives with enthusiastic parent involvement. Volunteers assist with tutoring, facilitate our library program, and contribute to special events like the Book Fair, Wee Share program, Fall Festival, and the PTA Reflections program. Our PTA plays a pivotal role, organizing annual fundraisers such as the Fall Festival and the spring "A-thon," which raise funds for essential school resources, assemblies, and enriching field trips. These collective efforts have historically resulted in over 13,000 volunteer hours annually, showcasing our parents' unwavering dedication to our students.

Our school library operates nearly full-time thanks to dedicated parent volunteers, ensuring students have extensive access to reading materials and resources. Our beautiful gardens flourish under the care of the parent-led Garden Club, which meets monthly to maintain these beautiful spaces. To promote physical activity and wellness, the volunteer-led Run Club engages students twice weekly before school.

These opportunities for involvement empower parents to contribute to a vibrant and supportive learning environment, reinforcing Mariposa Elementary School's commitment to fostering collaboration and community spirit.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	451	65	14.4
Female	239	233	35	15.0
Male	226	218	30	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	44	1	2.3
Black or African American	14	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	147	35	23.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	38	6	15.8
White	199	199	16	8.0
English Learners	18	17	5	29.4
Foster Youth	--	--	--	--
Homeless	18	14	5	35.7
Socioeconomically Disadvantaged	180	167	41	24.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	114	28	24.6

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	0	0	3.67	4.39	3.21	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	0.03	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

Mariposa School utilizes data from its California Safe School Assessment, monthly Safety Inspection reports, discipline records and suspension/expulsion reports to evaluate the current status of our school. A School Safety Plan is adopted in the fall of each school year and is reflective of the school's safety needs. Our School Site Council, which consists of parents and staff

2024-25 School Safety Plan

members, reviews and updates the plan on an annual basis. Yearly, our staff reviews their roles and duties within the safety plan during the annual Great American Shake out which occurs annually in October. In addition, Mariposa holds monthly safety fire drills, quarterly earthquake drills and lockdown drills at each trimester.

The key components of Mariposa's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. A Disaster Preparedness plan is reviewed annually and drills are performed monthly. To ensure student safety before school, campus monitors, teachers, and the administrator supervise the school grounds including the bus drop-off area, cafeteria and playground. Signs are posted around campus for all visitors to check in at the front office and scan their drivers license into the Raptor system for increased safety. The campus is supervised during the day by Campus Monitors. After school, students walk to the bus loading area and a crossing guard ensures students cross the street safely. Teachers and Campus Monitors supervise the areas until all students have left the campus for home. The principal assists with supervision before and after school as needed.

Mariposa has also created a school safety committee that consists of parents, staff members, and the principal whose primary objective is to look at and discuss ways to enhance the safety of our school and create a safer place for students, staff, and visitors. During the 2024-2025 school year the School Site Council reviewed and approved the safety plan on 10/15/24; the safety plan was RUSD board approved on 10/22/24; the plan was shared and discussed with school faculty and staff on 11/14/24. Two specific goals were developed for our school to be completed by the end of this school year. These include:

Goal 1: Ensure school grounds are well maintained, ensure safe student play and contribute the overall social emotional wellness of children. With this goal in mind, the safety committee determined that the Japanese garden located on the Eastern section of the upper campus is currently a safety concern due to the overgrowth of cacti and spikey brush on the hill. Additional concerns were identified with the aging wooden seating and unkempt walking trails. To meet this goal, the hill that is adjacent to this garden has been cleared within 5 feet of the retaining wall to ensure student safety. Overgrown pine trees in this garden have been thinned out and trimmed to eliminate dead branches and reduce the excessive pine needles that gather on the ground. Completion of this goal is expected by May 2025 and will include a new design for the garden, seating for students, and updated walking trails.

Goal 2: Promote a positive school climate in which students feel safe and happy at school. The School Site Council Committee discussed student confidence in the school's ability to effectively address teasing/bullying. It was decided that our school would focus on increasing student confidence in addressing teasing/bullying. Actions steps to meet this goal include providing School Assemblies facilitated by Principal and or outside vendors to address teasing/bullying and Second Step classroom lessons taught by teachers and the elementary counselor. Funding to meet this goal is drawn from the site LCAP budget. Mariposa will conduct a student survey in the spring to gather data and determine if our action steps made a positive impact on students perceptions.

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	11	6	1	
1	19	2	1	
2	23		3	
3	23	1	2	
4	25		3	
5	24		3	
Other	10	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	11	7	1	
1	25		3	
2	21	1	2	
3	25		3	
4	22		3	
5	26		3	
Other	8	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	10	5	1	
1	17	2	2	
2	24		3	
3	21	1	2	
4	24		3	
5	34			1
Other	9	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	435

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	1
Resource Specialist (non-teaching)	
Other	

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	$10,560.59	$1,532.82	$9,027.77	$99,211.56
District	N/A	N/A	$9.931.68	$102,103
Percent Difference - School Site and District	N/A	N/A	6.4	-2.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-17.6	1.5

Fiscal Year 2023-24 Types of Services Funded

Mariposa Elementary School is committed to providing a high-quality education for all students. We receive funding from various sources, including general funds and categorical programs. These funds support our students through a variety of ways, including: staffing qualified teachers and support staff, providing ongoing professional development for our teachers, and

Fiscal Year 2023-24 Types of Services Funded

investing in high-quality curriculum resources and technology. As a Title 1 school, we receive additional funding to provide targeted support to students who need extra academic assistance.

Our school's Single Plan for Student Achievement (SPSA) outlines how we use these funds to meet the unique needs of our students. This plan is developed with input from teachers, parents, and our School Site Council (SSC). Key academic programs at Mariposa include: Accelerated Reader (AR), a reading program that supports students' independent reading and comprehension; tiered intervention programs for students who are struggling academically, including small group instruction, one-on-one tutoring, and specialized interventions; and comprehensive special education services, including Individualized Education Programs (IEPs) for students with disabilities.

We also prioritize support for English Learners through integrated and designated instruction to help them develop language proficiency. Our innovative Makerspace Lab fosters creativity and problem-solving skills for all students. The Mariposa staff is dedicated to providing a supportive and engaging learning environment where all students can reach their full potential.

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	$60,873	$59,551
Mid-Range Teacher Salary	$96,778	$93,855
Highest Teacher Salary	$127,774	$120,219
Average Principal Salary (Elementary)	$157,955	$151,525
Average Principal Salary (Middle)	$168,821	$158,215
Average Principal Salary (High)	$183,286	$171,087
Superintendent Salary	$330,064	$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Mariposa is dedicated to fostering professional growth and development for all members of our school community. The Redlands Unified School District's Educational Services Division supports this commitment by arranging professional development opportunities tailored for staff, parents, and school community members. Non-certificated staff at Mariposa benefit from specialized training through various District departments. Paraprofessionals and instructional aides receive guidance from the Special Services department, while clerical staff are trained on essential programs to enhance their effectiveness. Custodial team members participate in training provided by the Maintenance and Operations Division to ensure campus safety and cleanliness. These opportunities help every staff member contribute to a thriving school environment.

For certificated staff, professional development aligns with the California Standards for the Teaching Profession and emphasizes the implementation of Universal Design for Learning (UDL). This ongoing District-wide initiative focuses on reducing learner burnout and increasing learner agency by integrating UDL strategies into daily instruction. Teachers at Mariposa participate in an annual full day of UDL training and receive continuous support from the principal to apply these strategies effectively. Collaborative opportunities include nine half-days dedicated to professional learning, where teachers focus on data analysis, instructional strategies, and District/Site initiatives. Current efforts prioritize increasing academic rigor through technology integration and STEAM instruction, including hands-on learning in the Makerspace, in alignment with the RUSD 2025 initiative.

Professional Development

Mariposa's commitment to collaboration extends to regular grade-level meetings, staff meetings, and Leadership Team discussions, which provide additional avenues for planning and alignment. Teachers also receive tailored instructional support ranging from informal coaching to structured assistance plans. For those supporting students with special needs, consultation and training are available from District special education staff and outside agencies, such as SELPA. New teachers benefit from the District's two-year Induction Program, which pairs them with mentors to ensure successful integration into District programs and instructional practices. By investing in the growth of our staff, Mariposa builds a strong foundation for the success of every student.

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	10	5	10