# Mariposa Elementary School
## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

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|---|---|
| **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. <br><br>- 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/ <br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ <br><br>- For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

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|---|---|
| **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/. |

## 2025-26 School Contact Information

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|---|---|
| **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** | K-5 |
| **County-District-School (CDS) Code** | 36-67843-6036545 |

## 2025-26 District Contact Information

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|---|---|
| **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 |

## 2025-26 School Description and Mission Statement

Mariposa Elementary School, part of the Redlands Unified School District, serves approximately 419 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 and numerous parent volunteers. 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.

## 2025-26 School Description and Mission Statement

For the 2026-2027 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 our Character Strong program 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

### 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 72 |
| Grade 1 | 62 |
| Grade 2 | 71 |
| Grade 3 | 71 |
| Grade 4 | 73 |
| Grade 5 | 83 |
| Total Enrollment | 432 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 50.2 |
| Male | 49.8 |
| American Indian or Alaska Native | 0.7 |
| Asian | 8.1 |
| Black or African American | 2.8 |
| Filipino | 0.5 |
| Hispanic or Latino | 34.3 |
| Two or More Races | 7.9 |
| White | 41.7 |
| English Learners | 3.5 |
| Homeless | 3.2 |
| Socioeconomically Disadvantaged | 34.3 |
| Students with Disabilities | 25.7 |

## 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.

## 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) | 21.1 | 90.84 | 852.6 | 87.88 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 6.3 | 0.66 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 22.2 | 2.29 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.1 | 0.52 | 31.8 | 3.28 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 2 | 8.6 | 57.1 | 5.89 | 15831.9 | 5.67 |
| Total Teaching Positions | 23.2 | 100 | 970.2 | 100 | 279044.8 | 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.

## 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) | 20.1 | 90.43 | 850.2 | 87.12 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 7.5 | 0.77 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 34.3 | 3.52 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.1 | 0.54 | 30 | 3.08 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2 | 8.99 | 53.7 | 5.5 | 14303.8 | 5.15 |
| Total Teaching Positions | 22.2 | 100 | 975.9 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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) | 21.2 | 87.63 | 844.4 | 86.83 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 10.5 | 1.09 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 22.6 | 2.33 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1 | 4.12 | 24 | 2.47 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 2 | 8.25 | 70.8 | 7.28 | 13705.8 | 4.91 |
| Total Teaching Positions | 24.2 | 100 | 972.4 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.10 | 0.1 | 1 |
| Total Out-of-Field Teachers | 0.10 | 0.1 | 1 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 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 | 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.

## 2025-26 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 2025 |
|---|---|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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. | 0% |
| **Mathematics** | Math In Focus Houghton Mifflin Harcourt (2014) | 0% |
| **Science** | Inspire Science by McGraw-Hill (2021) | 0% |
| **History-Social Science** | Social Studies Alive! TCI (2019) | 0% |
| **Foreign Language** | N/A | N/A |
| **Health** | N/A | N/A |
| **Visual and Performing Arts** | N/A | 0% |
| **Science Laboratory Equipment (grades 9-12)** | NA | N/A |

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

## School Facility Conditions and Planned Improvements

The following section outlines the safety, cleanliness, and overall adequacy of the school facility in supporting a secure and effective learning environment.

# School Facility Conditions and Planned Improvements

The most recent Facilities Inspection Tool (FIT) report confirms that the school continues to be well-maintained, safe, and in good repair—demonstrating an ongoing commitment to student and staff safety. When maintenance or repairs are needed, custodial staff promptly document concerns and notify the District Service Center so issues receive timely attention and follow-through. Regular safety checks throughout the year ensure that classrooms, common spaces, and outdoor areas remain compliant and hazard-free.

The staff, students, and parents at Mariposa Elementary take pride in the well-maintained school facilities and voluntarily participate in regular gardening and clean-up sessions. The governing board maintains districtwide cleaning standards, and the principal collaborates closely with the custodial team to uphold these expectations on a daily basis. Dedicated day and night custodians ensure that classrooms, restrooms, office areas, and shared spaces are cleaned consistently. The "Friendly Helpers" student program also supports a litter-free campus by promoting student responsibility and campus pride during recess and lunch.

Originally constructed in 1965, the campus includes 26 classrooms, a library, and an Innovation Space used for STEAM and enrichment activities. The campus is welcoming and vibrant, enhanced by large murals and two United States maps painted on the blacktop that serve as both instructional and recreational spaces. Classrooms are equipped with modern instructional technology including student Chromebook carts (TK–5), Newline interactive flat panels, and Windows 11 teacher laptops. The facility adequately supports current instructional programs, extracurricular opportunities, and daily school operations.

The campus underwent a modernization project in 2003, followed by a technology infrastructure upgrade in July 2018. In July 2020, the exterior buildings were repainted, and ventilation systems throughout all classrooms and facilities were updated. Additionally, the school has benefited from periodic beautification initiatives, including Eagle Scout projects, which have enhanced the visual appeal and functionality of campus spaces.

| Year and month of the most recent FIT report | July 2025 |
|---|---|

| 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** |

**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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 70 | 67 | 50 | 50 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 66 | 55 | 37 | 37 | 35 | 37 |

## 2024-25 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 | 230 | 225 | 97.83 | 2.17 | 67.11 |
| Female | 115 | 112 | 97.39 | 2.61 | 75.00 |
| Male | 115 | 113 | 98.26 | 1.74 | 59.29 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 19 | 19 | 100.00 | 0.00 | 100.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 79 | 79 | 100.00 | 0.00 | 48.10 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 27 | 26 | 96.30 | 3.70 | 69.23 |
| White | 96 | 94 | 97.92 | 2.08 | 77.66 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 85 | 82 | 96.47 | 3.53 | 53.66 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 56 | 55 | 98.21 | 1.79 | 21.82 |

## 2024-25 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 | 230 | 225 | 97.83 | 2.17 | 54.67 |
| Female | 115 | 112 | 97.39 | 2.61 | 55.36 |
| Male | 115 | 113 | 98.26 | 1.74 | 53.98 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 19 | 19 | 100.00 | 0.00 | 84.21 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 79 | 79 | 100.00 | 0.00 | 37.97 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 27 | 26 | 96.30 | 3.70 | 57.69 |
| White | 96 | 94 | 97.92 | 2.08 | 63.83 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 85 | 82 | 96.47 | 3.53 | 41.46 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 56 | 55 | 98.21 | 1.79 | 14.55 |

# 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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 70 | 50.62 | 32.96 | 33.45 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 83 | 81 | 97.59 | 2.41 | 50.62 |
| Female | 40 | 39 | 97.50 | 2.50 | 46.15 |
| Male | 43 | 42 | 97.67 | 2.33 | 54.76 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 22 | 22 | 100.00 | 0.00 | 22.73 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 40 | 40 | 100.00 | 0.00 | 60.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 29 | 93.55 | 6.45 | 34.48 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 23 | 23 | 100.00 | 0.00 | 17.39 |

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 | 97% | 100% | 97% | 100% | 99% |

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

## 2025-26 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, We 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 to enhance 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.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 456 | 449 | 66 | 14.7 |
| Female | 227 | 224 | 32 | 14.3 |
| Male | 229 | 225 | 34 | 15.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 35 | 35 | 1 | 2.9 |
| Black or African American | 15 | 15 | 11 | 73.3 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 165 | 160 | 29 | 18.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 35 | 34 | 1 | 2.9 |
| White | 180 | 179 | 21 | 11.7 |
| English Learners | 16 | 16 | 1 | 6.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 17 | 17 | 9 | 52.9 |
| Socioeconomically Disadvantaged | 178 | 174 | 47 | 27.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 125 | 123 | 40 | 32.5 |

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.

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| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions data.

| | Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0.66 | 4.39 | 3.21 | 3.02 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| | Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.07 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.66 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.31 | 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 | 1.21 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.56 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.56 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.60 | 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.

## 2025-26 School Safety Plan

Mariposa School monitors school climate and safety using multiple data sources, including California Safe School Assessment data, monthly safety inspection reports, student discipline records, and suspension/expulsion reports. These data inform ongoing evaluations of school safety practices and guide responsive actions throughout the year. The Safe School Plan is reviewed, discussed, and updated each spring to ensure it reflects the current needs of the school and aligns with district and state requirements. The School Site Council, composed of both parents and staff, reviews and approves the plan annually as part of its oversight responsibilities.

The key components of Mariposa's Safe School Plan include schoolwide discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and comprehensive emergency response protocols. A Disaster Preparedness Plan is reviewed annually, and required safety drills, including fire, earthquake, and lockdown drills, are conducted regularly to ensure students and staff know how to respond in an emergency. During these drills, staff debrief and refine procedures to continually strengthen emergency readiness.

Student supervision and campus access protocols are central to maintaining a safe and orderly school environment. Before school, campus monitors, teachers, and the administrator supervise the grounds, including bus drop-off areas, the cafeteria, and playgrounds. During instructional hours, all perimeter gates remain locked, and all visitors enter exclusively through the front office. Mariposa utilizes the Raptor Visitor Management System, which screens visitors and issues temporary badges to verify authorized campus access. All classroom volunteers must be board-approved prior to volunteering, and field trip chaperones must complete fingerprint clearance in addition to Raptor screening to ensure compliance with district policies.

At dismissal, campus monitors, teachers, and crossing guards supervise students as they exit the campus, board buses, or walk home. Staff remain on duty until all students have safely cleared the campus. Administrative staff, including the principal, support supervision before and after school as needed to ensure student safety and efficient campus operations.

| 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. |

## 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 | 0 |
| 1 | 25 | 0 | 3 | 0 |
| 2 | 21 | 1 | 2 | 0 |
| 3 | 25 | 0 | 3 | 0 |
| 4 | 22 | 0 | 3 | 0 |
| 5 | 26 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 8 | 2 | 0 | 0 |

## 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 | 0 |
| 1 | 17 | 2 | 2 | 0 |
| 2 | 24 | 0 | 3 | 0 |
| 3 | 21 | 1 | 2 | 0 |
| 4 | 24 | 0 | 3 | 0 |
| 5 | 34 | 0 | 0 | 1 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 9 | 2 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 12 | 3 | 1 | |
| 1 | 21 | 1 | 2 | |
| 2 | 21 | 1 | 2 | |
| 3 | 22 | | 3 | |
| 4 | 33 | | 1 | |
| 5 | 35 | | | 2 |
| Other | 17 | 2 | | |

## 2024-25 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 | 870 |

## 2024-25 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) | 0.5 |
| 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | $12,623.46 | $2,688.72 | $9,934.74 | $102,682.14 |
| District | N/A | N/A | $10,404.68 | $105,673 |
| Percent Difference - School Site and District | N/A | N/A | -4.6 | -2.9 |
| State | N/A | N/A | $11,146 | $103,743 |
| Percent Difference - School Site and State | N/A | N/A | -11.5 | -1.0 |

## Fiscal Year 2024-25 Types of Services Funded

Mariposa Elementary School is committed to providing a high-quality education for all students. The school receives both general and categorical funds that support personnel, professional development, curriculum implementation, grade-level collaboration, data team meetings, and the purchase of instructional materials that enhance classroom learning. Supplemental funding sources include Schoolwide Title I, Title I Parent and Family Engagement, Title III English Learner funds, Local Control and Accountability Plan (LCAP) funds, School Improvement funds, and community donations.

Title I funding is primarily used to provide academic interventions for students in reading, language arts, and mathematics. These funds support intervention teacher salaries, instructional assistants, supplemental curriculum, and intervention materials designed to meet the needs of students who are below grade level or who require additional academic support. LCAP funds are allocated based on enrollment of English Learners, students identified as socioeconomically disadvantaged, and foster youth. These funds are used to enrich student learning experiences through core-aligned instructional materials, visual and performing arts opportunities, PBIS (Positive Behavior Interventions and Supports), STEAM activities, and social-emotional learning supports. All students receive standards-based instruction aligned to the California Content Standards with access to

## Fiscal Year 2024-25 Types of Services Funded

high-quality instructional resources.

The School Plan for Student Achievement (SPSA) outlines how supplemental and general funds are strategically used to meet student needs and improve academic outcomes. This plan is developed with input from teachers, parents, and School Site Council (SSC) members and is monitored and updated annually based on student performance data and identified needs.

Mariposa provides multiple academic support programs to meet students' diverse learning needs. These include Accelerated Reader (AR) to promote independent reading and comprehension growth; tiered intervention programs that offer small group instruction, one-on-one tutoring, and specialized services for students who are not meeting grade-level standards; and comprehensive special education services, including Individualized Education Programs (IEPs) and related services for students with disabilities.

English Learners receive both integrated and designated English Language Development (ELD) instruction to support language acquisition and academic progress. Additionally, the school's Innovation Lab/Makerspace supports STEAM learning, creativity, and problem-solving for all students through hands-on, inquiry-based activities.

Mariposa's staff is dedicated to maintaining a supportive, inclusive, and engaging learning environment where every student has access to the resources and opportunities needed to reach their full potential.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | $63,332 | $62,783 |
| Mid-Range Teacher Salary | $100,688 | $97,783 |
| Highest Teacher Salary | $132,936 | $128,020 |
| Average Principal Salary (Elementary) | $164,336 | $160,224 |
| Average Principal Salary (Middle) | $175,641 | $166,992 |
| Average Principal Salary (High) | $190,691 | $180,971 |
| Superintendent Salary | $312,120 | $313,465 |
| Percent of Budget for Teacher Salaries | 32.19% | 30.05% |
| Percent of Budget for Administrative Salaries | 4.7% | 5% |

## Professional Development

Mariposa Elementary School is committed to supporting the professional growth and development of all staff. The Redlands Unified School District's Educational Services Division provides ongoing professional development opportunities for certificated and classified staff, parents, and community members. Classified employees receive targeted training through District departments: paraprofessionals and instructional aides are trained through Special Services to support student learning and accommodations; clerical staff receive training on essential school and district systems; and custodial personnel participate in Maintenance and Operations trainings to ensure a safe and clean campus environment. These opportunities ensure that all employees are equipped to meet the needs of students and contribute to a positive school environment.

Professional development for certificated staff aligns with the California Standards for the Teaching Profession and emphasizes the implementation of Universal Design for Learning (UDL), a District-wide initiative focused on reducing learner burnout and increasing student agency. Teachers participate in a dedicated full day of UDL training each year and receive ongoing coaching and support from site administration. In addition, nine half-days are reserved for professional learning focused on data analysis, instructional strategies, and STEAM integration. Teachers also collaborate on grade-level planning, intervention

## Professional Development

design, and curriculum implementation through regularly scheduled team meetings and staff meetings.

Teachers supporting students with special needs receive additional consultation and training from District special education staff and external agencies such as SELPA. New teachers participate in the District's two-year Induction Program, which pairs them with trained mentors to support successful implementation of California standards and instructional programs. By investing in continuous professional learning and collaboration, Mariposa strengthens instructional practices and builds capacity to ensure every student receives a high-quality learning experience

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 5 | 10 | 10 |