

Mariposa Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Mariposa Elementary School
Street	1111 W. Mariposa Dr.
City, State, Zip	Brea, CA 92821
Phone Number	714-529-4916
Principal	Daryn Coburn
E-mail Address	dcoburn@bousd.us
Web Site	http://mariposa.bousd.us/
CDS Code	30664496027460

District Contact Information	
District Name	Brea Olinda Unified School District
Phone Number	(714) 990-7824
Superintendent	Dr. Brad Mason
E-mail Address	bmason@bousd.us
Web Site	www.bousd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, decision making processes, student achievement and progress, and school staff. Information about Brea Olinda Unified School District is included to provide a complete, comprehensive overview of the relationship and collaborative efforts between the school and district administration. Parents and community play a very important role in the school. Understanding the school's instructional programs, expectations, and common goals helps both teachers and parents to identify and develop effective strategies that help each student reach full academic potential. Together, we can help our students acquire the skills necessary to become contributing and productive citizens in our ever-changing, diverse society. We have made a commitment to provide a positive, caring learning environment for our students. The excellent quality of our school program is a reflection of our highly qualified and dedicated staff. We are devoted to ensuring that Mariposa Elementary is a welcoming, structured, yet nurturing environment where students are actively involved in learning academics, as well as, positive values. Our School Mission is to provide for every child a comprehensive education with an array of enrichment opportunities in a safe, affirming, and stimulating environment. Mariposa Elementary is located in the northern section of the city of Brea. Mariposa Elementary School opened in 1967, and currently educates Pre school-6th grade students on a traditional calendar schedule. The school mascot is the Monarch Butterfly and Royal Crest and school colors are turquoise, purple, and black. For working parents, an extended Child Care program provides a safe environment for Pre school-6th grade for students before school, after school, and during scheduled sections of school holiday periods. Mariposa Elementary offers a rigorous educational program that challenges each student to develop 21st Century independent thinking skills for college and career readiness, expand cultural awareness, and experience with service learning projects. Our teachers have aligned lesson plans and curriculum with the new California State Standards. In addition, they motivate students to develop life-long skills, so they may become responsible and ethical members of society.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	83
Grade 1	67
Grade 2	91
Grade 3	90
Grade 4	87
Grade 5	80
Grade 6	71
Total Enrollment	569

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	20.6
Filipino	3
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.5
White	39.4
Two or More Races	4.6
Socioeconomically Disadvantaged	19.9
English Learners	10.4
Students with Disabilities	6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	22	23	244
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Brea Olinda Unified School District held a Public Hearing on October 10, 2016, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades TK-8 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) or the local governing board and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5Houghton Mifflin Adoption Year: 2009 Grade 6Holt Adoption Year: 2003	Yes	0
Mathematics	Go Math! K-2 in 2013 Go Math! 3-6 in 2015	Yes	0
Science	Grades K-6Houghton MifflinAdoption Year: 2007	Yes	0
History-Social Science	K-6Harcourt BraceAdoption Year: 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Supervision and Safety

Students are safe on school grounds before, during, and after school. Noon Duty Supervisors are present during all recesses and lunches. We have Noon Supervisors on both our Kindergarten yard and on the upper field for 1st- 6th graders. Our Principal is visible and observes both formally and informally for safety conditions. Our District and PTA work diligently with our Principal and staff to ensure and maintain emergency lighting, an emergency shed, and supplies.

The school facility has sufficient classroom, playground, and staff spaces to support teaching and learning. First through sixth graders enjoy the upper field for recesses, while TK and kindergarteners have their own space for outdoor play. We also enjoy an outdoor classroom in the amphitheater and an additional outside learning space on the lunch tables near the amphitheater, and the benches surrounding our rose garden. The core rooms, that connect four classrooms each in the permanent wings, serve as wonderful learning spaces for flexible groupings of students and small group instruction.

The general condition of Mariposa facilities is great and is cleaned on a regular basis. Our teaching and support staff work closely with our custodial staff to ensure that clean up happens after special events and activities. We also have a list in the lounge that teachers can add to informing our custodian of classroom needs. She checks this list daily to meet the needs of staff. This communication ensures that our teachers are supported by our custodians.

The District makes it a priority to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey called Facility Inspection Tool (FIT) developed by the State of California Allocation Board and Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings

This school has 25 classrooms, a multipurpose/cafeteria room, a Library/Computer Lab, an office with teacher workroom and a Health Clerk's Office. We also enjoy an outdoor amphitheater. The main campus was built in 1967. Additions were constructed later with portable classrooms and the Library/Computer Lab was added.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order 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. As of January, 2017, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Our current Facilities Inspection Tool was completed in January, 2017.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The Principal works closely with the day and night custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	74	73	67	66	44	48
Mathematics	63	68	58	58	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	89	87	97.8	59.3
	4	92	85	92.4	80.0
	5	83	83	100.0	75.9
	6	68	67	98.5	76.1
Male	3	49	48	98.0	56.3
	4	48	45	93.8	77.8
	5	52	52	100.0	67.3
	6	31	31	100.0	64.5
Female	3	40	39	97.5	63.2
	4	44	40	90.9	82.5
	5	31	31	100.0	90.3
	6	37	36	97.3	86.1
Black or African American	3	--	--	--	--
Asian	3	21	21	100.0	61.9
	4	21	18	85.7	94.4
	5	18	18	100.0	83.3
	6	13	13	100.0	84.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	25	25	100.0	44.0
	4	27	25	92.6	76.0
	5	20	20	100.0	75.0
	6	29	29	100.0	72.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	32	31	96.9	70.0
	4	33	32	97.0	78.1
	5	39	39	100.0	76.9
	6	26	25	96.2	76.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	29	29	100.0	44.8
	4	21	21	100.0	66.7
	5	17	17	100.0	64.7
	6	16	16	100.0	75.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	89	87	97.8	69.8
	4	92	86	93.5	81.4
	5	83	83	100.0	57.8
	6	68	67	98.5	59.7
Male	3	49	48	98.0	58.3
	4	48	46	95.8	84.8
	5	52	52	100.0	59.6
	6	31	31	100.0	67.7
Female	3	40	39	97.5	84.2
	4	44	40	90.9	77.5
	5	31	31	100.0	54.8
	6	37	36	97.3	52.8
Black or African American	3	--	--	--	--
Asian	3	21	21	100.0	76.2
	4	21	19	90.5	100.0
	5	18	18	100.0	77.8
	6	13	13	100.0	69.2
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	25	25	100.0	68.0
	4	27	25	92.6	72.0
	5	20	20	100.0	50.0
	6	29	29	100.0	55.2
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	32	31	96.9	66.7
	4	33	32	97.0	75.0
	5	39	39	100.0	51.3
	6	26	25	96.2	60.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	29	29	100.0	62.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	21	21	100.0	71.4
	5	17	17	100.0	47.1
	6	16	16	100.0	56.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	86	69	73	79	80	76	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	83	83	100.0	73.5
Male	52	52	100.0	76.9
Female	31	31	100.0	67.7
Asian	18	18	100.0	77.8
Hispanic or Latino	20	20	100.0	70.0
White	39	39	100.0	74.4
Socioeconomically Disadvantaged	17	17	100.0	70.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.8	27.7	56.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Mariposa parents and our school community are very supportive of the educational program at Mariposa Elementary. We have an active PTA and School Site Council. Many parents serve on committees for PTA, such as our Family Fun Night Committee, and Jog-a-Thon Committee. Additionally, numerous parents and grandparents volunteer in our classrooms on a consistent basis. Anyone interested in becoming involved in our school activities may contact our school office at (714) 529-4916 and ask to be connected with our Principal or PTA President. Welcome to our Mariposa family! Come and join the fun.

Family, school, district, and community resources available to assist all students:

- PTA
- Jog-a-thon Committee
- Student Council
- 504, IEP, IIP, GATE SST Meetings

- e. School Site Council
- f. Brea Community Center Parent Academies
- g. District Spelling Bee
- h. Brea Elementary School Track (BEST) Meet
- i. CSUF Student Teacher Partnership
- j. School Psychologist and Speech Therapist
- k. Student Study Team
- l. Imagine Learning
- m. Reading Marathon
- n. Fibo Art Program
- o. Parent Conferences
- p. Various PTA committees: Book Fair, Hospitality, Leaders as Readers, Family Fun Nights, and Carnival
- q. Room Parent

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	0.2	1.2	2.3	1.7	2.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival to obtain a visitor’s sticker. Visitors are also asked to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff members supervise students and school grounds, including the cafeteria, outdoor amphitheater, and playgrounds, to ensure a safe and orderly environment. Supervision begins at 8:30 a.m. and our school begins daily at 8:45 a.m.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Annually, the school evaluates and updates the plan. It is approved by our School Site Council members. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. We have monthly school fire drills, including a lockdown drill. Our evacuation site is on the north side of our computer lab. Students line up by homeroom on their classroom number. Our off-campus evacuation site is Memory Garden Mortuary off of Central. Within the first few days of the school year, our principal reviews school rules and procedures with each class grades 1-6. A copy of the rules is included in our school folder and/or Parent Handbook for all grade levels, and/or school Agenda planner for grades 3-6.

In the 2010-2011 school year, an AED was installed in the Health Clerk's Office. It is checked and maintained monthly.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		3		28		3		28		3	
1	29		2		28		2		28		2.5	
2	27		4		28		3		26		3.5	
3	29		2		28		3		28		3	
4	30		3		30		3		29		3	
5	34			1	29		3		33		1.5	1
6	35			3	31		2		31		2	
Other	13	1			13	1			8	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,925	\$479	\$4,446	\$78,695
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	-29.4	4.1
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-21.7	10.0

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

Types of Services Funded (Fiscal Year 2015-16)
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,244	\$43,821
Mid-Range Teacher Salary	\$74,901	\$69,131
Highest Teacher Salary	\$96,218	\$89,259
Average Principal Salary (Elementary)	\$111,519	\$108,566
Average Principal Salary (Middle)	\$117,821	\$115,375
Average Principal Salary (High)	\$136,574	\$125,650
Superintendent Salary	\$232,180	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All curriculum development by Mariposa Elementary and Brea Olinda Unified School District is aligned to the Common Core State Standards (CCSS) and the school's Single Plan for Student Achievement. All teachers, K-6 rolled out the CCSS in September, 2013. All grade levels participate in staff development and have continued to align curriculum and instruction with the CCSS. The school will also continue use of the SBAC assessments for CCSS each May for all students in grades 3-6.

Based on standardized test scores and benchmark assessments, Mariposa's staff develops a plan for training activities throughout the year to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting State standards for student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Mariposa Elementary's students. Our three main goals have been in the areas of: English Language Arts, Math, and the the first year of PBIS implementation all in connection with our District's LCAP.

During the 2015-17 school years, District specialists, school leadership teams, and teachers in grade levels, reviewed and updated achievement plans using student assessment data (State testing and District interim benchmark assessment results) and survey responses. Findings were used to choose staff development workshops for District-wide implementation and supplemental school-level activities. Mandatory District staff development days were held in addition to District and school-sponsored in-services, workshops, and Professional Learning Community meetings. Teachers district wide have early release or late start Wednesdays, which creates the time for staff to work together on PLC goals.

Trainings were provided to our teachers in the areas of: Technology, including numerous Google Apps for Education, Illuminated, Go Math, Imagine Learning, PBIS, and ELA pilot for the adoption of new materials coming in the fall of 2017.

Mariposa Elementary School staff participated in the following training activities held during 2015-17

- Technology Training
- Professional Learning Communities
- RtI- Early Interventions based on student need
- PLC Meetings with Horizontal and vertical articulation
- Analysis of Student Performance Data and Grade Level Goals
- Emergency Preparedness
- PBIS