

# Mariposa Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Mariposa Elementary School
<b>Street</b>	1111 West Mariposa Dr.
<b>City, State, Zip</b>	Brea, CA 92821
<b>Phone Number</b>	714-529-4916
<b>Principal</b>	Daryn Coburn
<b>E-mail Address</b>	dcoburn@bousd.us
<b>Web Site</b>	<a href="http://mes-bousd-ca.schoolloop.com/">http://mes-bousd-ca.schoolloop.com/</a>
<b>CDS Code</b>	30664496027460

District Contact Information	
<b>District Name</b>	Brea Olinda Unified School District
<b>Phone Number</b>	(714) 990-7824
<b>Superintendent</b>	Dr. Arthur J. "Skip" Roland
<b>E-mail Address</b>	sroland@bousd.us
<b>Web Site</b>	<a href="http://www.bousd.k12.ca.us">www.bousd.k12.ca.us</a>

## School Description and Mission Statement (Most Recent Year)

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 K-6 students on a traditional calendar schedule. The school mascot is the Monarch Butterfly and school colors are teal, black, and white. For working parents, an extended Child Care program provides a safe environment for K-6 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 complete service learning projects. Our teachers align lesson plans and curriculum with Common Core 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 2013-14)

Grade Level	Number of Students
Kindergarten	81
Grade 1	75
Grade 2	91
Grade 3	77
Grade 4	76
Grade 5	66
Grade 6	81
<b>Total Enrollment</b>	<b>547</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	17.7
Filipino	3.1
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	0.5
White	42.6
Two or More Races	4.4
Socioeconomically Disadvantaged	21.0
English Learners	9.9
Students with Disabilities	7.9

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	21	21	232
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	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

Year and month in which data were collected: October 27, 2014

Brea Olinda Unified School District held a Public Hearing on October 27, 2014,, 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 K-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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Houghton Mifflin Adoption Year: 2009 Grade 6 Holt Adoption Year: 2003	Yes	0
Mathematics	Grades 3-5 HSP Math Adoption Year: 2009 Grade 6 Holt Math Adoption Year: 2009  Go Math K-2 in 2013	Yes	0
Science	Grades K-6 Houghton Mifflin Adoption Year: 2007	Yes	0
History-Social Science	K-6 Harcourt Brace Adoption 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 Supervisors are present during all recesses and lunches. We have Noon Supervisors in 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 PTA Safety Task Force works diligently with our staff to ensure emergency lighting, an emergency shed, and emergency 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 kindergarteners have their own space for outdoor play. Also, we enjoy an outdoor classroom in the amphitheater and an additional outside learning space on the benches surrounding our rose garden. Many teachers also utilize our cafeteria and outdoor spaces for Literature Circles and special events. The core rooms, that connect four classrooms each in the permanent wings, serve as wonderful learning spaces for flexible groupings of students and small groups of 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 for this needs assessment. This communication ensures that our teachers are supported by our custodians.

The district takes great efforts 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 24 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, 2015, 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, 2015.

#### 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 in which data were collected: December, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	92	87	87	82	80	80	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Student at the School	87
Male	83
Female	89
Black or African American	
American Indian or Alaska Native	
Asian	91
Filipino	
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	
White	92
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	85	85	80	73	75	73	54	56	55
Mathematics	86	81	82	66	67	65	49	50	50
History-Social Science				65	64	65	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	10	9	9
Similar Schools	7	8	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	30	-5	-7
Black or African American			
American Indian or Alaska Native			
Asian	9	-16	-7
Filipino			
Hispanic or Latino	44	17	-17
Native Hawaiian/Pacific Islander			
White	24	-8	-4
Two or More Races			
Socioeconomically Disadvantaged	59	17	3
English Learners	46	-38	-7
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.5	38.8	46.3

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 (Most Recent Year)

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 Safety Task Force. Additionally, many 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 the appropriate committee chairperson. Welcome to our big Mariposa family! Come and join in on the fun!

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Bucket Filling</li> <li>• Champions of Character</li> <li>• Student Council</li> <li>• Service Learning Projects</li> <li>• PTA</li> </ul> | <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• Brea Community Center Parent Academies</li> <li>• Essay Contests</li> <li>• District Spelling Bee</li> <li>• BEST Track Meet</li> </ul> |
|---|---|

- EL Materials/Resources available to parents
- Scouts
- CSUF Partnership
- School Psychologist
- Speech Therapist
- Math and Reading Tutorials
- Student Study Team/RtI (Response to Intervention) Team
- Literature Circles and Reading Marathon
- Art Masters
- Grade Level Field Trips
- Parent Conferences
- Progress Reports and Report Cards
- Room Parent
- Volunteer on Special Events
- SPIRIT Ceremonies
- Family Fun Night Committee
- Reading Marathon Committee
- Jogathon Committee
- Hospitality Committee
- Book Fair Committee
- Leaders as Readers Program
- 504, IEP, IIP, GATE Meetings
- AND MORE!

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	1.6	1.1	1.6	2.8	2.6	2.3	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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 badge. Visitors are required 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 behind the library, and students line up by homeroom on their classroom number. Our off-campus evacuation site is in the park at the Centex Homes off of Berry and Central. At the first SPIRIT Ceremony of the school year, our principal reviews school rules and any changes to the rules, such as dress code. A copy of the rules is included in our school folder and Parent Handbook for each family.

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

As our student and staff population has grown, our biggest safety challenge is the drop off and pick up of students in our parking lot. Our PTA has a Safety Task Force, and parent volunteers help our staff to ensure the safety of all students. We are working on a proactive plan with the Brea Olinda Unified School District and Maintenance Department to proactively restripe the parking lot and make this area run more smoothly for all.



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

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	---	3
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	32	0	1	1	22	1	2		27		3	
1	28.7	0	3	0	27		3		25	1	2	
2	29.5	0	2	0	23	1	2		23	1	3	
3	29.5	0	2	0	19	2	2		19	2	2	
4	26.3	1	2	1	22	1	2		19	2	2	
5	32.7	0	1	2	19	2	2		22	1	1	1
6	24.7	1	0	2	24	1	1	2	20	2		2

Note: 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 2013-14)**

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.67	---
Psychologist	0	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other		---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4499	\$489	\$4,010	\$73,399
District	---	---	\$5,612	\$72,343
Percent Difference: School Site and District	---	---	-28.5	1.5
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-14.5	8.3

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,069	\$41,243
Mid-Range Teacher Salary	\$70,852	\$64,893
Highest Teacher Salary	\$91,017	\$83,507
Average Principal Salary (Elementary)	\$104,857	\$103,404
Average Principal Salary (Middle)	\$111,793	\$109,964
Average Principal Salary (High)	\$130,479	\$120,078
Superintendent Salary	\$203,130	\$183,557
Percent of Budget for Teacher Salaries	38	40
Percent of Budget for Administrative Salaries	6	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

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All curriculum development by Mariposa Elementary and Brea Olinda Unified School District is aligned to the Common Core State Standards (CCSS), the District's formal Professional Development Plan, and the school's Single Plan for Student Achievement. All teachers, K-6 rolled out the CCSS holistically in September, 2013. All grade levels will participate in staff development and begin steps toward alignment of curriculum and instruction with the CCSS. Our school piloted the SBAC assessment for CCSS in May of 2014 for grades 3-6.

Based on standardized test scores and benchmark assessments, Mariposa's staff develops its own plan for training activities 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 continued implementation of our PLCs (Professional Learning Communities) all in connection with CCSS.

During the 2013-2014 school year, District specialists, school leadership teams, and teachers in grade levels, reviewed and updated achievement plans using student assessment data (State testing and District 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. We have early release Wednesdays for the time to be set aside for staff to work together on PLC goals.

Our Principal and teachers assigned to grades Kindergarten through 2nd Grade earned an Early Intervention for School Success (EISS) Grant. This \$50,000 grant allows for staff development opportunities that concluded in 2013-14. Trainings were provided to our teachers in the areas of: CCSS, RtI, and Technology. With this grant came the expectation that they will then share the information and training with 3rd through 6th grade teachers at Mariposa and districtwide. In 2013-14, we will spend the remainder of funds on staff development, concentrating on CCSS implementation.

Mariposa Elementary School staff participated in the following training activities held during 2013-2014:

- 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
- EISS Continuum
- CCSS
- DIBELS