

# Mariposa Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

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.

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

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Mariposa Elementary School
Street	1111 West Mariposa Dr.
City, State, Zip	Brea, CA 92821
Phone Number	714-529-4916
Principal	Dr. Helene Cunningham
E-mail Address	hcunningham@bousd.us
CDS Code	30664496027460

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

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

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 Principal, Dr. Helene Cunningham, National Distinguished Principal for the state of California, shares with students that "Your work is your signature, so sign it with excellence." 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.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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:

- Bucket Filling
- Champions of Character
- Student Council
- Service Learning Projects
- PTA
- School Site Council
- ELAC
- Brea Community Center Parent Academies
- Essay Contests
- District Spelling Bee
- BEST Track Meet
- 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

- z.SISP- After School Intervention Classes in Math and English/Language Arts
- SPIRIT Ceremonies
- Family Fun Night Committee
- MOM- "Men of Mariposa" is our Dads' Volunteer Group
- Reading Marathon Committee
- Jogathon Committee
- Hospitality Committee
- Book Fair Committee
- Leaders as Readers Program
- ii. 504, IEP, IIP, GATE Meetings

AND MORE!

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### 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
Science	91	92	87	81	82	80	57	60	59
History-Social Science	N/A	N/A	N/A	65	64	65	48	49	49

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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	73	65	80	N/A
All Student at the School	80	82	87	N/A
Male	76	80	81	N/A
Female	84	83	94	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	93	97	100	N/A
Filipino	91	82		N/A
Hispanic or Latino	71	73	78	N/A
Native Hawaiian/Pacific Islander				N/A
White	81	81	88	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	63	63	73	N/A
English Learners	57	73		N/A
Students with Disabilities	55	51		N/A
Students Receiving Migrant Education Services				N/A

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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.8	23.4	48.1

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	9	10	9
Similar Schools	5	7	8

**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	4
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.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	375	912	4,424	871	4,655,989	790
Black or African American	2		77	824	296,463	708
American Indian or Alaska Native	0		11	730	30,394	743
Asian	75	964	818	947	406,527	906
Filipino	11	916	138	907	121,054	867
Hispanic or Latino	118	875	1,501	817	2,438,951	744
Native Hawaiian/Pacific Islander	1		19	887	25,351	774
White	159	911	1,772	881	1,200,127	853
Two or More Races	9		88	894	125,025	824
Socioeconomically Disadvantaged	78	835	1,277	801	2,774,640	743
English Learners	59	892	749	817	1,482,316	721
Students with Disabilities	47	733	419	696	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	100.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	67
Grade 1	82
Grade 2	69
Grade 3	75
Grade 4	67
Grade 5	76
Grade 6	95
Total Enrollment	532

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	42.7
American Indian or Alaska Native	0.0	Two or More Races	3.2
Asian	18.4	Socioeconomically Disadvantaged	20.9
Filipino	2.8	English Learners	15.6
Hispanic or Latino	32.0	Students with Disabilities	10.0
Native Hawaiian/Pacific Islander	0.6		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.3	0	3	0	32	0	1	1	22	1	2	
1	28	0	2	0	28.7	0	3	0	27		3	
2	29.5	0	2	0	29.5	0	2	0	23	1	2	
3	26.3	1	2	0	29.5	0	2	0	19	2	2	
4	33.7	0	1	2	26.3	1	2	1	22	1	2	
5	29.7	0	3	0	32.7	0	1	2	19	2	2	
6	31.5	0	2	0	24.7	1	0	2	24	1	1	2
Other												

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. Our target date for this project to be completed is December, 2013.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.28	3.25	1.10	4.09	4.10	2.96
Expulsions	0	0	0	0.27	0.16	.11

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



## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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### 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 works 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, or "learning cottages", 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, 2013, 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, 2013.

### 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: December, 2013				
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 Rate

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

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	21	19	19	221
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** October 28, 2013

Brea Olinda Unified School District held a Public Hearing on October 28, 2013, 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-5Houghton MifflinAdoption Year: 2009Grade 6HoltAdoption Year: 2003	Yes	0
Mathematics	Grades K-5HSP MathAdoption Year: 2009Grade 6Holt MathAdoption Year: 2009  Go Math K-2 in 2013	Yes	0
Science	Grades K-6Houghton MifflinAdoption Year: 2007	Yes	0
History-Social Science	K-6Harcourt BraceAdoption Year: 2007	Yes	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,583	\$534	\$4,049	\$78,172
District	---	---	\$5,524	\$74,895
Percent Difference: School Site and District	---	---	-26.7	4.4
State	---	---	\$5,537	\$67,106
Percent Difference: School Site and State	---	---	-26.9	16.5

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The main extended academic service funded at Mariposa comes from our district's pooled resources. We are able to provide SISP (Supplemental Instructional Services Program) for our at-risk students in the core areas of English Language Arts and Math. Students attend this program either before or after school one to times per week, depending on their individual academic needs. Our funding provided during the 2012-2013 school year was up to but not to exceed \$5,000-.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,811	\$40,928
Mid-Range Teacher Salary	\$74,096	\$64,449
Highest Teacher Salary	\$95,183	\$82,826
Average Principal Salary (Elementary)	\$111,438	\$102,640
Average Principal Salary (Middle)	\$116,725	\$109,253
Average Principal Salary (High)	\$135,470	\$118,527
Superintendent Salary	\$190,137	\$183,968
Percent of Budget for Teacher Salaries	38.9%	39.7%
Percent of Budget for Administrative Salaries	5.6%	5.8%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

All curriculum development by Mariposa Elementary and Brea Olinda Unified School District is aligned to the Common Core State Standards (CCSS), California State Content Standards and Frameworks, the District's formal Professional Development Plan, and the school's Single Plan for Student Achievement. Kindergarten and 1st Grade Teachers rolled out the CCSS holistically in September, 2012. 2nd - 6th Grade Teachers will have staff development and begin steps toward alignment of curriculum and instruction with the CCSS. Our school piloted the SBAC assessment for CCSS in March and April of 2013, in both 5th grade for Math, and 6th grade for English/Language Arts. We also piloted the Classroom Activity and Performance Task portions of the SBAC online assessment. At the District level, a team of administrators specializing in curriculum and instruction development identifies where and why students are not meeting proficiency levels districtwide and develops a plan to increase achievement in identified areas. After District goals and expectations are set, this team reaches out to school administrators and teachers through needs assessments and surveys regarding individual school concerns and needs. Results, combined with data analysis from standardized tests and District assessments, empower the committee to create a plan that is implemented at each school.

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).

During the 2012-2013 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 over the next two years to provide training for our teachers in the areas of: CCSS, RtI, and Technology. With this grant comes the expectation that they will then share the information and training with 3rd through 6th grade teachers at Mariposa and districtwide. In 2012-2013, we had EISS Coaches visit our school for training, observation, and classroom climate. Next school year, 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 2012-2013:

- Technology Training
- Professional Learning Communities
- RtI- Early Interventions based on student need
- PLC Meetings with Horizontal and vertical articulation
- Analysis of Current Practice
- Analysis of Student Performance Data and Grade Level Goals
- Elementary Principal PLC
- Emergency Preparedness
- EISS Continuum
- CCSS
- DIBELS