

Mariposa Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mariposa Elementary School
Street	1111 W. Mariposa Dr.
City, State, Zip	Brea, CA 92821
Phone Number	714-529-4916
Principal	Rick Torres
Email Address	rtorres@bousd.us
Website	http://mariposa.bousd.us/
County-District-School (CDS) Code	30664496027460

Entity	Contact Information
District Name	Brea Olinda Unified School District
Phone Number	(714) 990-7800
Superintendent	Dr. Brad Mason
Email Address	bmason@bousd.us
Website	www.bousd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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 an important role in the school. Understanding the school's instructional programs, expectations, and common goals enables both teachers and parents to identify and develop effective strategies that assist each student to 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, and 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 School opened in 1967, and currently educates preschool-6th grade students on a traditional calendar schedule. The school mascot is the Monarch Butterfly and Royal Crest and school colors are turquoise and black. For working parents, an extended Child Care program provides a safe environment for preschool-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.

Mariposa supports development of the whole child through implementation of multi-tiered system of Positive Behavior Interventions and Supports. Students develop strength in character with a monthly trait focus from John Wooden's Pyramid of Success. Social emotional learning comes from implementation of Restorative Practices, which allow teachers opportunities to give students voice and problem solving strategies. Mariposa also supports positive behavior with the mantra, Mariposa Monarchs RULE with kindness and strength (Reach for Excellence, Use Self Control, Learn to Problem Solve, and Earn Respect).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	87
Grade 1	80
Grade 2	74
Grade 3	89
Grade 4	75
Grade 5	92
Grade 6	101
Total Enrollment	598

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	24.6
Filipino	3
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	0.5
White	36.1
Two or More Races	5.7
Socioeconomically Disadvantaged	22.4
English Learners	10.7
Students with Disabilities	10.2
Homeless	

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	23	
Without Full Credential			0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2017

Brea Olinda Unified School District held a Public Hearing on October, 2017, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance Adoption Year: 2017 iReady Adoption Year: 2019	Yes	0
Mathematics	Go Math! K-2 in 2013 Go Math! 3-6 in 2015 iReady Adoption Year: 2019	Yes	0
Science	Grades K-6 Houghton Mifflin Adoption Year: 2007 Mystery Science K-5 2018	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 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 Preschool, TK, and kindergartners have their own space for outdoor play. We also enjoy an outdoor classroom in the amphitheater and 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 good 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 custodians of classroom needs. They check 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 a Library/Computer Lab.

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, 2020, 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, 2020.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: 1/30/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	74	67	67	50	50
Mathematics (grades 3-8 and 11)	71	70	63	62	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	358	355	99.16	0.84	74.08
Male	187	186	99.47	0.53	67.74
Female	171	169	98.83	1.17	81.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	86	86	100.00	0.00	82.56
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	101	100	99.01	0.99	69.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	132	98.51	1.49	71.21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	86.36
Socioeconomically Disadvantaged	86	86	100.00	0.00	59.30
English Learners	59	58	98.31	1.69	63.79
Students with Disabilities	49	48	97.96	2.04	29.17
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	358	355	99.16	0.84	69.86
Male	187	186	99.47	0.53	69.35
Female	171	169	98.83	1.17	70.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	86	86	100.00	0.00	90.70
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	101	100	99.01	0.99	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	132	98.51	1.49	63.64
Two or More Races	22	22	100.00	0.00	77.27
Socioeconomically Disadvantaged	86	86	100.00	0.00	56.98
English Learners	59	58	98.31	1.69	68.97
Students with Disabilities	49	48	97.96	2.04	29.17
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.3	34.1	14.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 Nights 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
- School Site Council
- Room Parent
- District Spelling Bee
- After-school Peer Academy (Drone League, Math League, Google CS First Coding, VEX Robotics)
- Brea Elementary School Track (BEST) Meet
- CSUF Student Teacher Partnership
- School Psychologist and Speech Therapist
- Student Study Team
- Imagine Learning
- Reading Marathon
- Fibo Art Program
- Parent Conferences
- 100 Mile Club
- Various PTA committees: Book Fair, Hospitality, Leaders as Readers, Family Nights, Red Ribbon Week, and Carnival

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	0.3	0.2	2.3	1.5	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 starts 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 was most recently approved by our School Site Council members October 25th of 2019. 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, duck and cover, and lock-down drills throughout the year. Our evacuation site is located on our upper field playground. Students line up by homeroom on their classroom number. Our off-campus evacuation site is Memory Gardens Memorial Park & Mortuary off of Central. Within the first few days of the school year, the Principal reviews school rules and procedures with each class grades 1-6. A copy of the rules is included in our school folder, Parent Handbook, and the school Agenda planner for grades 3-6. An AED life support system is available for emergencies located in the school nurse's office.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		3		26		4		25		4	
1	28		3		31		2		27		2	
2	27		2		26		3		28		3	
3	27		4		27		3		27		3	
4	29		3		30		3		28		3	
5	28		3		33		1	2	31		3	
6	27		3		28		3		27	1	1	2
Other**	7	1			9	1						

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5257	\$385	\$4872	\$78,695
District	N/A	N/A	\$6,300	\$80,973.00
Percent Difference - School Site and District	N/A	N/A	-25.6	1.8
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-29.7	5.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Mariposa Elementary has one part time instructional aide funded by the District through LCFF to support our English Language Learners.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,963	\$49,084
Mid-Range Teacher Salary	\$81,823	\$76,091
Highest Teacher Salary	\$105,111	\$95,728
Average Principal Salary (Elementary)	\$123,849	\$118,990
Average Principal Salary (Middle)	\$128,709	\$125,674
Average Principal Salary (High)	\$149,195	\$137,589
Superintendent Salary	\$234,134	\$230,096
Percent of Budget for Teacher Salaries	37%	35%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

All curriculum development by Mariposa Elementary and Brea Olinda Unified School District is aligned to the California State Standards and Frameworks and the school's School Plan for Student Achievement. All grade levels participate in staff development and have continued to align curriculum and instruction with state standards. The school will also continue use of CAASPP assessments 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 (School 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 continued implementation of PBIS. All school goals are connected with our District's LCAP as well.

During the 2017-2020 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 (PLC) meetings. Teachers district wide have early release or late start Wednesdays, which creates the time for staff to work together on PLC goals.

Mariposa Elementary School staff participated in the following training activities held during 2016-19:

2017-2019

- Digital Citizenship Technology Training
- Computer Using Educators Conference (CUE)
- Google Training for Educators
- Professional Learning Communities
- BOUSD District TOSA Team
- Handwriting Without Tears
- EQ Schools Mindfulness Conference
- Growth Mindset
- Analysis of Student Performance Data and Grade Level Goals
- RtI- Early Interventions based on student need
- PLC Meetings with Horizontal and vertical articulation
- GATE Training
- Emergency Preparedness
- Positive Behavior Intervention and Supports (PBIS)
- ELPAC Training
- Guided Language Acquisition Design (GLAD) Training
- NGSS Trainings
- Intruder/Active Shooter Workshop
- CPR/AED
- Benchmark Advance English Language Arts
- ST Math Training
- Imagine Learning Training
- Illuminated Ed In-service
- Go Math

2019-2020

- iReady
- AVID Math Strategies
- Dash and Ozo Bot
- 21st Century Math Strategies
- Restorative Practices
- Digital Citizenship
- Flip Grid