

Mariposa Elementary

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
Street	5044 Jones Street
City, State, Zip	Mariposa, CA 95338
Phone Number	209-742-0340
Principal	Erin V. Vereschagin
Email Address	evereschagin@mcusd.org
Website	https://www.mcusd.org/ME/
County-District-School (CDS) Code	22-65532-6025035

Entity	Contact Information
District Name	Mariposa County Unified School District
Phone Number	(209) 742-0250
Superintendent	Jeff Aranguena
Email Address	jaranguena@mcusd.org
Website	https://www.mcusd.org/

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

The MES Mission: At Mariposa Elementary, we are passionate about our students and their success and we work toward building stronger relationships with them as they grow and become amazing, KIND human beings. All of our MES family members work together everyday to make our school the best it can be.

The MES Profile: Mariposa Elementary School is located in the county seat of rural Mariposa County in the picturesque Sierra Foothills. The facility is arranged over three levels of a hillside, housing 425 students in Transitional Kindergarten through 8th grade. Mariposa County Severely Handicapped classes also known as Monarch Academy (SH), Behavior Intervention Classes (BIC), and MES TK-8 classrooms share a campus with Mariposa County High School. The school serves children of the town proper in addition to an attendance area that extends out into the nearby mountain area. Almost 80% of our students come to school by bus. There is a strong partnership of parent volunteers, teachers, classified staff, senior citizen (SPICE) volunteers and community agencies to meet the academic, emotional, physical and social needs of students. An active Parent Club supplements teacher instructional budgets and provides for field trips and activities centered around the arts throughout the year. Local merchants, especially Pioneer Market, provide incentives and funding for student achievement awards, cultural opportunities, and community service projects. Our after school program "K.I.D.S. Club" (ASES) serves approximately 60 students. Community partners also provide for curriculum-related instruction within walking distance.

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

Grade Level	Number of Students
Kindergarten	57
Grade 1	37
Grade 2	46
Grade 3	36
Grade 4	37
Grade 5	44
Grade 6	50
Grade 7	47
Grade 8	49
Total Enrollment	403

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	6
Asian	0.2
Filipino	0.7
Hispanic or Latino	18.4
White	66.3
Two or More Races	7.7
Socioeconomically Disadvantaged	76.2
English Learners	6.5
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	6.2

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	16	13	17	93
Without Full Credential	3	5	3	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	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: September 2019

A complete list is available upon request.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Treasures K-8	Yes	0.0
Mathematics	Bridges K-5 (2015-2016) CPM 6-8 (2013)	Yes	0.00
Science	Amplify Grade K-8 (August, 2019)	Yes	0.00
History-Social Science	Pearson Grade K-8 (July, 2018)	Yes	0.00

School Facility Conditions and Planned Improvements (Most Recent Year)

Mariposa Elementary School is in the process of having an entire wing re-roofed, and all maintenance items are being addressed as they arise. Old Boiler was removed and not replaced.

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: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All items in good working order.
Interior: Interior Surfaces	Poor	Many rooms need carpet replacement. Funding not available.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Change in custodial staff is addressing the overall cleanliness of this site.
Electrical: Electrical	Good	All in good working order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Fountains are being replaced with bottle filling stations as part of a grant. Some restrooms need new flooring and repair/replacement of partitions.
Safety: Fire Safety, Hazardous Materials	Good	All in good working order
Structural: Structural Damage, Roofs	Good	Rooms 4-11 are getting new roofs spring 2020. Library had new metal roof install last year.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Playgrounds are in need of multiple repairs.
Overall Rating	Good	

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)	46	43	48	48	50	50
Mathematics (grades 3-8 and 11)	34	36	36	39	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	264	261	98.86	1.14	42.53
Male	129	128	99.22	0.78	32.81
Female	135	133	98.52	1.48	51.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	16	16	100.00	0.00	18.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	52	96.30	3.70	32.69
Native Hawaiian or Pacific Islander					
White	172	171	99.42	0.58	49.12
Two or More Races	17	17	100.00	0.00	29.41
Socioeconomically Disadvantaged	194	192	98.97	1.03	34.38
English Learners	23	21	91.30	8.70	14.29
Students with Disabilities	23	22	95.65	4.35	22.73
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	15.79

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	264	262	99.24	0.76	36.26
Male	129	129	100.00	0.00	30.23
Female	135	133	98.52	1.48	42.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native	16	16	100.00	0.00	25.00
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	22.64
Native Hawaiian or Pacific Islander					
White	172	171	99.42	0.58	42.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	23.53
Socioeconomically Disadvantaged	194	193	99.48	0.52	27.46
English Learners	23	22	95.65	4.35	9.09
Students with Disabilities	23	22	95.65	4.35	18.18
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	15.79

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	18.8	29.2	6.2
7	27.1	18.8	6.2

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)

We encourage all parents and community members to become involved in MES. We require volunteers to be fingerprinted and TB tested to ensure the safety of our students and staff. Some of the activities our volunteers engage in are music, arts, assemblies, celebrations, tutoring, assisting teachers, and Parent Club activities. MES is an important part of the community and the community is an important part of MES, especially our parents.

We encourage families to be:

Teachers of their students at home

Supporters of our school and of public education

Advocates for their own and other students, and

Decision-makers in school policy and practice

To be fully family-friendly, our school will provide:

1. A welcoming environment

Standards of welcoming behavior apply to all staff, including office staff, campus supervisors, bus drivers, and custodians. Visitors and callers are greeted immediately and politely and can get information easily from office staff and/or our school website.

2. Programs and activities to engage families in improving student achievement

Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.

Programs and activities help families understand what their students are learning and promote high standards

The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements

3. Strong relationships between teachers and families

The school welcomes new families, offers tours, and introduces them to staff.

Teachers and families can meet face-to-face and get to know each other through class meetings and class observations.

Teachers and advisors make personal contact with the families.

4. Opportunities for families to develop their skills, self-confidence and contacts.

The school is open and accessible; it is easy for parents to meet with staff and share concerns.

Parent Club and Teachers work together to provide fun family nights and activities, including: Back to School Morning and Breakfast, Open House and Carnival, Color Run and more.

5. Professional development for families and staff on how to work together productively.

Families learn how the school system works and how to be effective advocates for their students.

Teachers learn about successful approaches to working with families of diverse cultural backgrounds.

Families and staff can learn together how to collaborate to improve student achievement.

The school reaches out to identify and draw in local community resources that can assist staff and families.

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	8.0	1.3	1.1	6.3	4.4	4.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safe School Vision: The Vision is to create a safe, peaceful, curriculum-rich learning environment that provides stability, flexibility, consistency and direction for all students to enable them to realize their full learning potential. Our Safe School Goal is to maintain an orderly and purposeful place in which students and staff are able to learn and teach without the threat of physical and psychological harm.

Safe School Mission Statement: The administration and staff of Mariposa Elementary School will create and maintain a safe school environment for students and staff. We will provide a safe learning environment where staff and students are able to reach their educational goals. Students will be held accountable for their behavior and recognized for their achievements. Staff will take an active part in maintaining a safe school environment by participating in school activities to give students a sense of belonging in the school community. The administration will monitor the school site and infrastructure to ensure that school grounds are free from hazards. Additional information regarding the School Safety Plan is available upon request. The plan is updated and reviewed annually with staff and community members.

Our staff meets at least once per month to discuss safety concerns. Safety concerns are shared by designated staff at district Facilities Meetings on a regular basis. Our last Safety Plan was reviewed, discussed and updated and approved by our by our School Site Council on February 27, 2019. Work will begin soon to again review, discuss and update the Safety Plan for this school year.

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	23	1	2		20	2	1		19	3		
1	26		1		30		1		19	2		
2	26		1		27		1		23		2	
3	26		2		29		2		25		1	
4	25		2		30		1		24		2	
5	33			1	31		2		32		1	
6	30		2		26		2		31		2	
Other**												

*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*	403.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	5881	787	5094	53865
District	N/A	N/A	19178	62515
Percent Difference - School Site and District	N/A	N/A	-116.1	-14.9
State	N/A	N/A	7125	71392
Percent Difference - School Site and State	N/A	N/A	-33.2	-28.0

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)

Title 1
 General Fund
 ASES Grant
 First Five Grant for TK
 Instructional Aide
 Mini-Grants from Kids First Mariposa
 Large Grants from Kids First Mariposa
 Parent Club

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,105	\$46,208
Mid-Range Teacher Salary	\$61,489	\$72,218
Highest Teacher Salary	\$76,191	\$92,742
Average Principal Salary (Elementary)	\$92,564	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$123,337	\$127,356
Superintendent Salary	\$154,560	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	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	113	131	40 to date

Mariposa Elementary School benefits from ongoing professional development (PD) from a number of sources that fit into three categories: district, site, and staff. District PD is provided through trainings that are provided through Site Leadership, by committee, and through PD days that are built into the district calendar. Site PD is provided on Grade Level Collaboration Days and Early Release Mondays and is driven by site Problem of Practice, district guidance, and needs identified by staff. This year, our entire district will be attending training for Nurtured Heart and Amplify Science. Site PD is delivered by individual staff members, the Principal, district personnel, support staff and guests. When expertise in an area of identified need is not available at the site or district level, staff research best practices and sometimes participate in off-site trainings. Staff bring knowledge and skills back to the school to share in a Teacher of Teachers model. Individual staff who have specific needs work with the principal and/or veteran staff to improve in the areas of identified needs. District funded mentor teachers, coaches and veteran teacher assistance has been implemented above and beyond induction coaching to assist new teachers as they enter and navigate their first years in the profession. Data is collected through ongoing, formative, and summative assessments. Aeries is our primary tool for collecting and sharing data for staff, student, and stakeholder use.