

Greeley Hill 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	Greeley Hill Elementary
Street	10326 Fiske Road
City, State, Zip	Coulterville, CA 95311
Phone Number	209-878-3027
Principal	Christine VanDenover
Email Address	cvandenover@mcusd.org
Website	www.mariposa.k12.ca.us
County-District-School (CDS) Code	22-65532-0132258

Entity	Contact Information
District Name	Mariposa County Unified School District
Phone Number	209-742-0250
Superintendent	Jeff Aranguena
Email Address	jaranguena@mcusd.org
Website	http://www.mariposa.k12.ca.us/

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

Greeley Hill Elementary School is a 60 student, small necessary school that serves students in grades TK - 8th. We re-opened August 2015 and our students and families are incredibly excited and supportive of our school. Our programs include reading and math RTI, an after school program, a 5th - 8th-grade sports program, social-emotional learning, and collaborative learning opportunities. Our Mission and Vision at Greeley Hill Elementary School is for all students to be prepared for life after high school, respectful of themselves and others, engaged in their learning and in their community, and positive about themselves and their future!

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	4
Grade 2	1
Grade 3	7
Grade 4	8
Grade 5	8
Grade 6	5
Grade 7	7
Grade 8	11
Total Enrollment	55

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.8
Asian	3.6
Hispanic or Latino	20
White	69.1
Two or More Races	5.5
Socioeconomically Disadvantaged	96.4
Students with Disabilities	7.3
Foster Youth	7.3
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	3	2	1	93
Without Full Credential	1	1	2	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*	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.

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 Grade K-8	Yes	0.00
Mathematics	Bridges (2015-2016) CPM Grade 6-8 (2013)	Yes	0.00
Science	Amplify Grade K-8 (August, 2019)	Yes	0.00
History-Social Science	Pearson Grade K-8 (7-2018)	Yes	0.00

School Facility Conditions and Planned Improvements (Most Recent Year)

Coulterville and Greeley Hill share the same site. Multipurpose Building had a complete facelift with all siding replaced. All maintenance work orders have been addressed as well.

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	Gas leaks repaired immediately as soon as reported. HVAC & Sewer all in working order.
Interior: Interior Surfaces	Good	Interior is aging but in good working order.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Excellent.
Electrical: Electrical	Good	All electrical in good working order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bottle filling stations will replace exterior fountains, and is funded by a grant.
Safety: Fire Safety, Hazardous Materials	Good	All fire life safety issues have been addressed.
Structural: Structural Damage, Roofs	Poor	MPR siding replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All exterior in good working order
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)	28	40	48	48	50	50
Mathematics (grades 3-8 and 11)	15	12	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	51	50	98.04	1.96	40.00
Male	26	26	100.00	0.00	34.62
Female	25	24	96.00	4.00	45.83
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	11	11	100.00	0.00	54.55
Native Hawaiian or Pacific Islander					
White	34	33	97.06	2.94	36.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	48	47	97.92	2.08	38.30
English Learners					
Students with Disabilities	--	--	--	--	--
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	52	50	96.15	3.85	12.00
Male	26	26	100.00	0.00	15.38
Female	26	24	92.31	7.69	8.33
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander					
White	35	33	94.29	5.71	12.12
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.92	4.08	10.64
English Learners					
Students with Disabilities	--	--	--	--	--
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			

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)

Parents have the opportunity to be involved in our active parent club, attend parent events at the school, and volunteer in a number of ways. Parents are encouraged to cultivate strong relationships with our staff as we are all working towards the same goal of educating our students.

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	12.3	4.9	2.7	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)

The school has developed a comprehensive Emergency and Safety plan. This plan contains information on crime assessment, child abuse reporting, disaster preparedness, discipline, teacher notification of a dangerous student, sexual harassment, dress code violations, and crisis management teams duties and responsibilities. This plan is reviewed annually.

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					7	1			8	1		
3	13	1			17	1			8	1		
5					13	1						
6	11	1			11	2			21		1	
Other**	11	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*	275.0

*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)	.2

Title	Number of FTE* Assigned to School
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	12511	1498	11013	36973
District	N/A	N/A	19178	62515
Percent Difference - School Site and District	N/A	N/A	-54.1	-51.3
State	N/A	N/A	7125	71392
Percent Difference - School Site and State	N/A	N/A	42.9	-63.5

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)

Students have access to a special education teacher, a speech pathologist, a counselor, and a school psychologist. There is an after school program that serves students who need to stay on campus after school.

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

Teachers have identified three areas of need: Classroom Management, Trauma Informed Instructional Practices, and Curriculum Training. We have one new teacher on our site and all of our teachers teach multiple grade levels. We utilize the first three of our Monday afternoon collaboration times to focus on Nurtured Heart, a classroom management approach, Data Days, a time to disaggregate data that drives our instructional practices and targets behavioral concerns, and Trauma Informed Practices. In addition, our teachers have received training in the Sonday system, a new phonics program and Amplify Science, our new adopted science program K-8. The district provides ongoing support through our TOSA who models ELD strategies and practices and who offers RTI instructional support. Grade level collaboration and professional development is offered district-wide several times a year. On-site, we hold impromptu training sessions any time a teacher expresses the need or desire to learn more about classroom management, trauma informed practices, or curriculum.