Lake Don Pedro 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	Lake Don Pedro Elementary School
Street	2411 Hidalgo Street
City, State, Zip	La Grange, CA 95329
Phone Number	209-852-2144
Principal	Ron Henderson
Email Address	rhenderson@mcusd.org
Website	https://mcusd.org/LDP/
County-District-School (CDS) Code	22 65532 6103477

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://mcusd.org/

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

Lake Don Pedro Elementary School is a rural school located in the foothills of northwestern Mariposa County. It began as a necessary small school but has grown rapidly over the past years to the size it is today. Beginning in the 1990-91 school year, Lake Don Pedro Elementary became a K-8 school. The school serves approximately 170 students. Every classroom has a digital whiteboard and digital projector. Our computer lab has 35 laptop computers with internet connection. All rooms are wired for wireless internet connection. In 5th-8th grades we are 1:1 with chromebooks and we utilize Ipads & Ipad minis for classroom instruction in K-2nd grades. The multipurpose, administration, and kitchen building opened in September of 2010. In December of 2010, we were awarded the After School Education and Safety (ASES) Program, with a renewal for the 2020 school year. The goals of this program include; To provide academic support and academic enrichment to support the core program, increase instructional support to EL learners, to promote wellness in each student, to educate students in the areas of Science, Technology, Engineering and Math, and to create a culture of respect and student leadership. Approximately 95 students benefit from ASES on a daily basis. The educational program focuses on the development of reading, writing, spelling, math, history, science, art, and physical education based on the California curriculum standards and frameworks. In January of 2011, our school implemented an RTI (Response to Intervention) model of instruction. Each student in grades K-8th grade receives small group instruction in the core curriculum during RTI time.

"We, at Lake Don Pedro, will not rest until every student achieves at least a year's progress or more that is measurable by state standards. We will accomplish this by collaborating to make the best use of our personnel, time and resources."

The mission of LDPE is to serve as a community and educational resource to help all stake holders grow as individuals and lifelong learners. To accomplish our school mission:
* We are a community of students, staff, families, and the public dedicated to helping each other grow as independent and life-long learners.
* We prepare our school community for ever-changing advancements by using current strategies, information and technology.
* We challenge students by providing a rigorous academic program.
* We foster a nurturing and safe environment where all students can reach their academic, emotional, social and physical potential.
* We take coyote pride in our school, develop civic responsibility, maintain a high standard of behavior, and show respect for ourselves and others.
* We promote cultural awareness and ethical attitudes towards all people.
* We create an environment that experiences and appreciates the arts.
* We celebrate our growth and achievements as a community.

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

Grade Level	Number of Students
Kindergarten	19
Grade 1	17
Grade 2	13
Grade 3	18
Grade 4	25
Grade 5	22
Grade 6	17
Grade 7	25
Grade 8	20
Total Enrollment	176

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Asian	0.6
Filipino	1.7
Hispanic or Latino	26.1
White	67
Two or More Races	3.4
Socioeconomically Disadvantaged	74.4
English Learners	10.2
Students with Disabilities	11.9
Homeless	2.3

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	8	7	7	93
Without Full Credential	0	1	1	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 Grades K-8	Yes	0.00
Mathematics	Bridges Grade K-5 (2015-2016) CPM Grades 6-8 (2013)	Yes	0.00
Science	Amplify Grades 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)

School is aging, and in need of modernization. With the change in maintenance staff, most items for repair have been address. All underground water leaks have been address.

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	None at this time.
Interior: Interior Surfaces	Fair	Several rooms need the carpet and or linoleum replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Excellent - custodial staff is exceptional.
Electrical: Electrical	Good	All electrical items have been addressed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	(1) restroom in need of replacement and is being considered as a bond project due to funding.
Safety: Fire Safety, Hazardous Materials	Good	All in working order
Structural: Structural Damage, Roofs	Good	Roof replacement took place this year on the old office and kindergarten classroom. No other roof needs at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Squirrels and rabbits are doing significant damage to play fields and open space on campus.
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)	37	46	48	48	50	50
Mathematics (grades 3-8 and 11)	31	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	121	114	94.21	5.79	45.61
Male	62	57	91.94	8.06	42.11
Female	59	57	96.61	3.39	49.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	26	92.86	7.14	30.77
Native Hawaiian or Pacific Islander					
White	84	82	97.62	2.38	52.44
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	84	77	91.67	8.33	41.56
English Learners	14	12	85.71	14.29	8.33
Students with Disabilities	15	13	86.67	13.33	0.00
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	121	114	94.21	5.79	35.96
Male	62	57	91.94	8.06	36.84
Female	59	57	96.61	3.39	35.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	22.22
Native Hawaiian or Pacific Islander					
White	84	81	96.43	3.57	40.74
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	84	78	92.86	7.14	37.18
English Learners	14	13	92.86	7.14	15.38
Students with Disabilities	15	12	80.00	20.00	0.00
Students Receiving Migrant Education Services					
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	26.1	13.0	26.1
7	22.7	18.2	50.0

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)

Lake Don Pedro Elementary welcomes parent involvement in all aspects of our school. LDP offers numerous formal and informal opportunities for parents to be involved in our school and in their child's classroom. In addition to volunteering in the classroom, parents may volunteer to assist in the school office, with the student body, the library, and on field trips. We have an active Parent's Club, School Site Council and committees where parents are encouraged to participate. Back to School Night, the Winter Program, and Open House are a few of the after school events for parents and the community. Parent are able to give input on surveys that provide input towards our Title 1 and ASES programs.

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	3.6	1.4	5.0	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)

Lake Don Pedro Elementary 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. Each month the school holds an emergency drill to prepare our students in the event that a real emergency arises. Much work is being done in the area of preventing and reporting bullying behaviors. The plan is updated 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	14	1			19	1			14	2		
1	12	1										
2	21		1		28		1		21		1	
3	25		1		26		1		27		1	
4	16	1			22		1		25		1	
5	14	1	1		16	1			22		1	
6					24	1	6		17	1		
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*	176.0

*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	9734	1979	7755	65661
District	N/A	N/A	19178	62515
Percent Difference - School Site and District	N/A	N/A	-84.8	4.9
State	N/A	N/A	7125	71392
Percent Difference - School Site and State	N/A	N/A	8.5	-8.4

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)

The school receives funds from the following sources; Federal Title 1 and ASES.

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

MCUSD schools received a wide and aggressive host of professional development (PD) from 2017-2019/20 including "home grown" PD from the Curriculum and Instruction Department on a wide variety of issues (Bridges Math curriculum, Amplify Science, ChromeBooks, SBAC practice testing, CCSS Lesson Design and student centric lesson design), PD from expert teachers, training by the Silicon Valley Math Project, CPM and other adopted materials, collaboration days and district wide PD days, attendance at PD events off-site like: State wide Spring CUE, Fall CUE, CCCUE and CVCUE affiliate meetings, training, various county offices and more, culminating with "Summer Camp" opportunities like the CUE Rock Star Teacher Summer Camp Series and optional Summer Camp training as well. We are continuing a PD focus in differentiated instruction.