



# Mariposa Upper Elementary School

750 Dartmouth Ave • San Carlos, CA 94070 • 6508324201 • Grades

Alexandra Friel, Principal

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<https://mariposa.scsdk8.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### School Description

Vision of the San Carlos School District

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

1. Reaching their highest academic, social, emotional, intellectual, and physical potential; and
2. Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
3. Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

### Principal's Message

Welcome to Mariposa Upper Elementary School! Our team of teachers, staff, parents and administration have worked hard to create a wonderful learning experience that highlights the SCSD Habits of Mind for 21st Century Learners (Ownership, Communication, Collaboration, Creativity, Critical Thinking and Citizenship/Stewardship) and deeper learning through PBL (Project Based Learning). We have designed a school that will encourage and support risk taking, ownership and leadership, while fostering intrinsic motivation to learn and discover the world around us. We have also developed ways to extend the learning beyond the classroom walls through strong elective and enrichment programs including music, art, maker space, and digital citizenship, along with robust after school offerings and flexible learning environments to best meet all of our students' needs. We encourage student leadership through our Monarch Council, student-led clubs and ambassador program.

Alexandra Friel, Principal

Mariposa Upper Elementary School Mission Statement

The mission of Mariposa is to inspire our 21st Century learners to achieve their highest academic, social, emotional, intellectual and physical potential, while developing a strong sense of character, community, and stewardship. We aspire to amplify each child's natural curiosity and love of learning so they can become caring and enthusiastic lifelong learners.



**SAN CARLOS  
SCHOOL DISTRICT**

#### San Carlos School District

1200 Industrial Road  
San Carlos, CA 94070  
650-508-7333

<https://www.scsdk8.org/>

#### District Governing Board

Eirene Chen

Wendy Dougherty

Carol Elliott

Kathleen Farley

Neil Layton

#### District Administration

Dr. Michelle Harmeier  
**Superintendent**

Hans Barber  
**Assistant Superintendent,  
Educational Services and Human  
Resources**

Mila Milligan  
**Chief Business Official**

We believe:

- Project Based Learning (PBL) experiences, developed from Common Core State Standards (CCSS), promote learning through authentic experiences that encourage critical thinking, collaboration, communication, and social responsibility.
- Personalized learning, designed to adapt to student learning styles and academic needs, can ignite student passions while leading to targeted student growth and ownership over one's own learning.
- Small teams of 4th and 5th grade classes cultivate a safe environment for individual learning and self-discovery, while also building a deep sense of belonging.
- High expectations for character and behavior create a school culture exemplified by physical and emotional safety, integrity, compassion, and respect.
- Shared school traditions and celebrations support personal growth, collaboration, and a strong sense of school community.
- Multiple means of assessment, including portfolios and student-led conferences, along with academic reports, hold students accountable for the highest quality of work.
- Physical fitness, outdoor activities, and visual and performing arts are an integral part of students' daily lives.

Across the school day our students will:

- strengthen their collaboration skills
- take personal risks (that do not endanger anyone)
- participate in a variety of activities and projects
- learn to communicate effectively and resolve conflicts peacefully
- strengthen their questioning, conversation and argumentation skills
- share their findings in evidence-based ways
- deepen their understanding of what it takes to become well-rounded citizens and stewards of our environment
- listen to and speaks kindly to others
- look for ways to include and help others
- celebrate differences
- work toward their personal best, socially and academically

We welcome you to visit our school. It is a special space because of the strong teaching staff, supportive parent community and engaged student body.

### About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

### 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 for Mariposa Upper	17-18	18-19	19-20
With Full Credential	N/A	N/A	13.1
Without Full Credential	N/A	N/A	.2
Teaching Outside Subject Area of Competence	N/A	N/A	0

Teacher Credentials for San Carlos School	17-18	18-19	19-20
With Full Credential	♦	♦	137.2
Without Full Credential	♦	♦	5.6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Mariposa Upper Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	N/A	N/A	1
Total Teacher Misassignments*	N/A	N/A	1
Vacant Teacher Positions	N/A	N/A	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)

San Carlos School District holds a public hearing annually determine 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 instructional materials in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education and in alignment with the development of State Standards and Frameworks, making the textbooks and materials used in the school the most currently available. As part of the adoption process, materials are piloted and selected by a selection committee composed primarily of teachers and including other staff as necessary. When materials are being recommended for adoption, they are made available for parent examination at the district office prior to adoption and/or parents are invited to provide input via other means. Recommendations from the committee are then brought to the Board for adoption.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Units of Study in Writing Adopted 2013  Lucy Calkins Units of Study in Reading Adopted 2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt: Math in Focus Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: FOSS Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Adopted 2002  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Senderos 2018 Purchased 2019  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Mariposa Upper Elementary School officially opened to students in grades 4 and 5 for the 2019-20 school year. The school shares a campus with Tierra Linda Middle School, and the library and learning commons/cafeteria are also shared. The site features four wings of remodeled classrooms, a school office, a staff room, outdoor eating area, a "wild zone" play area, a play structure and blacktop and a small grass field. Mariposa received many upgrades in preparation for its opening for the 19-20 school year, including a full repainting, new blacktop slurry, new exterior fencing and gates, and new window shades, large TV monitors and Apple TV units in each classroom. However, the facilities plan for the site remains incomplete without the addition of a separate Learning Commons/MUR.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/2/2020**

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

**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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

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 Science for All Students**  
**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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.

**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)**

Parent/Community Engagement

One of Mariposa's goals is to make school inextricably connected to community. To accomplish this, we need parents/guardians and other community members to become actively involved in our school. Our programs rely on the assistance, participation, and ideas of our entire school community. Depending on your availability, skills, talents, and interests, there are many ways to support our learning community:

- Administrative: data entry, copying/printing/gathering/making instructional materials
- Classroom: tutoring, reading groups, math centers, activity centers
- Fieldwork: driving, chaperoning, preparing(making calls, gathering materials)
- "Experts": giving presentations on topics of study/interest (local issues, content knowledge, craft skills, etc.) at school
- PTA (Parent Teacher Association): getting involved and helping with events, fundraising, communication and more
- School Site Council (SSC) Participating on the SSC to help identify and monitor goals for the school.
- Library: organizing materials, re-shelving books, supporting library time
- School Day: yard duty/supervision, caring for garden plants, organizing materials/play equipment, supporting hot lunch program
- Maker Space: supporting lunchtime or class time 'maker' activities
- Helping to supervise and support our student-led clubs
- Garden: Teaching a monthly gardening lesson or assisting in the garden.
- Art in Action: Facilitating a monthly art lesson or assisting with the lesson

Parents also provide critical support for essential district program such as the DELAC (District English Language Advisory Committee), the SEDAC (Special Education District Advisory Committee) as well as by participating in SCEF (San Carlos Education Foundation). We are very fortunate to have such active and supportive parents!

**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.

**School Safety Plan**

School Safety Plan:

Safety of students is a primary concern of Mariposa Upper Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated each August, based on the feedback of the school staff and site council. Our Safety Plan is aligned to the Big Five guidelines from the County. All revisions are communicated to all members of the Arroyo School staff including the certificated and classified staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Big Five drills are conducted on a monthly basis throughout the year and are coordinated with Tierra Linda Middle School, the other school that is co-located on the same campus. Staff are trained annually on the Big Five Protocols with ongoing check-ins before and after each drill. Safety plans are communicated with parents through principal's memos in our weekly newsletter. Students are supervised by staff before school, during lunch and recess and after school. Once school begins, the gates are locked and all visitors must check in at the office to be on campus. There are also designated and well supervised areas for student drop off and pick up on the campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

**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.

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

Title	Ratio
Academic Counselor*	

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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.

### 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+
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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	N/A	10

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers two full-day staff development days and eight Wednesday afternoon sessions annually, where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core Standards, Next Generation Science Standards, Project Based Learning, Readers Workshop, Writers Workshop, Math in Focus and technology infused instruction are being integrated into the curriculum. Teachers also review student data, make timely decisions based in data, and share practical tips and strategies with each other, during their collaborative prep and meeting time. This year, we continued coaching and collaboration sessions for teachers during the school day. In addition to opportunities through the district, site "Flex Funds" as well as other targeted budgets are used to provide professional development to teachers to attend workshops, observe in other classrooms and to collaborate with colleagues. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on professional development surveys.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

N/A

### 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.