

# Merquin Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Merquin Elementary School
<b>Street</b>	20316 W. Third Avenue
<b>City, State, Zip</b>	Stevinson, CA 95374
<b>Phone Number</b>	209-634-4938
<b>Principal</b>	Martha P. Mendonca
<b>E-mail Address</b>	martham@hilmar.k12.ca.us
<b>Web Site</b>	mes.hilmarusd.org
<b>CDS Code</b>	24656986025472

District Contact Information	
<b>District Name</b>	Hilmar Unified School District
<b>Phone Number</b>	209.667.5701
<b>Superintendent</b>	Isabel Cabral-Johnson
<b>E-mail Address</b>	icjohnson@hilmar.k12.ca.us
<b>Web Site</b>	www.hilmarusd.org

### School Description and Mission Statement (Most Recent Year)

"Our mission at Merquin Elementary School is to empower ALL students to achieve academic excellence as measured by grade level standards, maximizing each child's individual potential".

Our Philosophy: Merquin Elementary School encourages ALL staff and families to work together to continually provide students with the knowledge and resources necessary for independent learning that will result in academic and social success.

#### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	29
Grade 1	32
Grade 2	28
Grade 3	28
Grade 4	24
Grade 5	19
Ungraded Elementary	
<b>Total Enrollment</b>	<b>160</b>

#### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.0
White	18.8
Two or More Races	0.0
Socioeconomically Disadvantaged	92.5
English Learners	66.9
Students with Disabilities	11.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	12	12	11	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

**Year and month in which data were collected:** September, 2014

Every student has a current state and board approved textbook. Some are hardbacks and some are consumables. The quality of the textbooks is in the good to excellent range.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Good - Open Court and Houghton Mifflin (K-5) 2002	Yes	0%
Mathematics	Good - Harcourt - Brace (3-5) 2002 Engage NY Math Modules 2014	Yes	0%
Science	Good - Macmillan/McGraw-Hill (K-5) 2007	Yes	0%
History-Social Science	Good - Harcourt (K-5) 2006	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	N/A	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A

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

The district maintains a planned program, which ensures routine maintenance of school campus. We take pride in maintaining a clean learning environment for our students both in and outside of the classroom building.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/6/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	33	11	32	63	63	58	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Student at the School	32
Male	21
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	20
English Learners	17
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33	33	24	51	50	49	54	56	55
Mathematics	41	53	37	46	44	36	49	50	50
History-Social Science				49	46	43	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2		

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-13	16	-81
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-49	35	-95
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-11	14	-80
English Learners		8	-80
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5	10.5	10.5

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.

**C. Engagement****State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (Most Recent Year)**

Parent participation both at home and at school is encouraged and highly valued at Merquin.

**Home**

- Set aside sufficient time and a quiet place for the student to read and do homework.
- Check agendas daily for correspondence from the teacher and to keep in touch with the student's studies.
- \* Read monthly newsletters (Merquin Mustang Moments) and all notes that go home from teachers and office.

**School**

- Attend parent teacher conferences.
- Participate in School Site Council, P.T.A., English Learner Advisory Council, School Wide events, Love and Logic Parenting classes, Parents Helping Parents, Opening Doors parent education series, chaperon field trips, English language classes, parent workshops sponsored by outside resources, Coffee Conversations parent /teacher gatherings, volunteer in classrooms and in extra curricular activities .

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	3.2	1.2	1.1	8.5	4.7	3.9	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.4	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

At Merquin Elementary School, the safety of each child is extremely important. The School Safety plan is reviewed and updated annually. Through monthly drills, teachers and students are trained on their responsibilities during emergency situations. Fire Drill evacuations are practiced monthly. California shake down is practiced once a year. Lock downs drills are practiced twice a year.

All visitors to Merquin are required to sign in at the office and wear a visitor tag while on campus. Students may only leave the school with a designated adult on file if checked out through the office. Counselors are on call should a crisis occur.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2006-2007	2013-2014
<b>Year in Program Improvement*</b>	Year 5	Year 1
<b>Number of Schools Currently in Program Improvement</b>	---	3
<b>Percent of Schools Currently in Program Improvement</b>	---	100.0

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.5	2	0	0	18	2			15	2		
1	20	2	0	0	12	2			16	2		
2	18.5	2	0	0	13	2			9	3		
3					22		1		14	2		
4	15.5	2	0	0	9	2			24		1	
5	16	1	0	0	12	2			19	1		
Other												

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

#### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	.07	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.07	---
Social Worker		---
Nurse	.04	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	1	---
Other		---

Note: Cells with "---" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,852		\$7,852	\$61,405
District	---	---	\$7,852	\$61,405
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$8,448	\$69,017
Percent Difference: School Site and State	---	---	-7.1	-11.0

Note: Cells with "---" do not require data.

#### Types of Services Funded (Fiscal Year 2013-14)

Supplemental programs and services, provided through categorical funds are delivered to students through Literacy Coordinators, paraprofessionals,, intervention teacher, and resource specialist.



**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$38,920
Mid-Range Teacher Salary	\$56,849	\$59,803
Highest Teacher Salary	\$74,836	\$78,096
Average Principal Salary (Elementary)	\$94,848	\$95,836
Average Principal Salary (Middle)	\$92,146	\$99,849
Average Principal Salary (High)	\$93,784	\$107,599
Superintendent Salary	\$146,625	\$151,912
Percent of Budget for Teacher Salaries	43	37
Percent of Budget for Administrative Salaries	7	6

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

**Professional Development**

Professional development is an essential component in the instructional practices of the school. Professional development is based on meeting the needs of a diverse population of students. Teachers continuously collaborate in an effort to improve and form instruction based on student monitoring and standardize assessments. The selection of conferences is based on meeting the needs of students. Teachers also attend after school workshops and during school collaboration days to improve their teaching. Teachers participate in monthly instructional rounds. Teachers participate in strategic peer coaching sessions twice a month. The focus of the peer coaching experience is to reflect on instructional practices. Literacy Coordinators present professional development on topics that the data analysis shows are areas of concern for our student population. At the end of the school year, the faculty and the administration meet to develop a professional development plan for the following school year. There is a strong emphasis on looking at best practices and looking at research to guide decisions.