

# Marcum-Illinois Union 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                     |
|--|---|
| <b>School Name</b>                       | Marcum-Illinois Union Elementary School |
| <b>Street</b>                            | 2452 El Centro Blvd.                    |
| <b>City, State, Zip</b>                  | East Nicolaus, CA 95659                 |
| <b>Phone Number</b>                      | (530) 656-2407                          |
| <b>Principal</b>                         | Jimmie Eggers                           |
| <b>Email Address</b>                     | jimmiee@sutter.k12.ca.us                |
| <b>Website</b>                           | marcum-illinois.org                     |
| <b>County-District-School (CDS) Code</b> | 51 71407                                |

| Entity         | Contact Information                              |
|----------------|--|
| District Name  | Marcum-Illinois Union Elementary School Distirct |
| Phone Number   | 530-656-2407                                     |
| Superintendent | Jimmie Eggers                                    |
| Email Address  | jimmiee@sutter.k12.ca.us                         |
| Website        | www.marcum-illinois.org                          |

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

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### Principal's Message

Marcum-Illinois Elementary School is a rural, one-site elementary school district located in East Nicolaus, Sutter County. It is a union of five historic districts and was established 80 years ago. Marcum Elementary serves students in TK through eighth grade as well as 3 and 4 years old in our State preschool. We offer an after-school program called "The Den" that provides literacy, enrichment, and recreational support for students daily from 7:00 A.M. to 8:00 A.M. and 3:00 P.M. to 6:00 P.M. We are very proud of our student accomplishments, school traditions, and community support. We look forward to sharing this report with you.

### School Mission Statement:

#### Our Mission:

The mission of the Marcum-Illinois Union Elementary School District is to provide a high-quality education for every student in this district.

#### Our Vision:

All stakeholders of the Marcum-Illinois Union Elementary School District commit to act in collaboration and to openly support our district's students in their pursuit of a quality education.

### Impact of LCAP

Our school stakeholders have identified our core values and identified critical areas of focus for our school as represented in our Marcum-Illinois District Strategic Plan. The LCAP is reflective of the local plan that has been put into place by our stakeholders.

The district goals were designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While many of the goals address multiple areas of the state's priorities, they also correspond well to the LCAP's three broad categories: Conditions of Learning, Pupil Outcomes, and Engagement. The superintendent/principal worked with Sutter County Superintendent of Schools Education and Business Services and used the time to address "the what" (or the goals) and "the how" (or the actions and services) in the writing of the Local Controlled Accountability plan.

## 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   | 10             | 10             | 10             | 10               |
| Without Full Credential  | 0              | 0              | 0              | 0                |
| 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:** October 14, 2019

The teaching staff selects adoptions from the California State Board of Educations' approved instructional materials lists. Our textbooks are aligned with the State adoptions. The Technology Plan was rewritten and approved by the State in 2013. We have a 20- student computer lab, chromebook class sets in grades 2nd through 8th, and ipad stations in grades TK through 1st.

Marcum-Illinois ES provides each pupil (including English Learners) with their own copy of the Standards-aligned textbooks (approved by State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health.

All students in visual and performing arts classes have access to the appropriate textbooks and instructional materials. Marcum-Illinois Elementary School offers the following visual and performing arts classes to all grade levels . Marcum-Illinois also provides art and drama that is embedded in the Standards-based, self-contained classrooms.

| Subject               | Textbooks and Other Instructional Materials/year of Adoption              | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | McGraw Hill: Studysinc (6-8)<br><br>McGraw Hill: (K-5)<br>Adopted in 2016 | Yes                        | 0%   |

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| <b>Mathematics</b>            | Go Math (K-5)<br>Adopted in 2015<br><br>College Preparatory Mathematics Core Connection (6-8)<br>Adopted in 2013 | Yes                        | 0%   |
| <b>Science</b>                | McGraw-Hill (K-5)<br>Adopted in 2008<br><br>Holt (6-8)<br>Adopted in 2004  | Yes                        | 0%   |
| <b>History-Social Science</b> | (K-5) Studies Weekly<br>Adopted in 2019<br><br>(6-8) Cengage, National Geographic<br>Adopted in 2019             | Yes                        | 0%   |
| <b>Health</b>                 | Health Glencoe (6-8)<br>Adopted 2009   | Yes                        | 0%   |

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

Marcum-Illinois School was established 90 years ago, the current school site was built in 1960. The 2006 modernization included all ten classrooms, kitchen, bathrooms, administration offices, media center classroom, sewer and parking lot. Marcum-Illinois School has a reputation as a safe, clean, well cared for campus. The grounds/custodial staff keeps the restrooms, buildings, and grounds clean and neat.

This past year , we have added chromebooks or ipads to every classroom. We have completed facility upgrades to the staff room, conference room, teacher work room, bus barn/storage, septic and lighting.

In 2009-2010 We added two classrooms and expanded the MP room, modernized all the classrooms, made the restrooms and classrooms Americans with Disabilities Act (ADA) compliant, and completed a draining and paving project. We purchased new appliances for the kitchen and modernized the electrical and plumbing for the kitchen. We also upgraded the playgrounds for the preschool and elementary school.

We provide a safe, clean learning environment in three permanent structures, housing ten classrooms, the main office, multipurpose room, computer lab, library, and kitchen. Portables provide three additional classrooms. Together the buildings accommodate 300 students and 16 preschoolers.

### 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:** June 18, 2019

| System Inspected  | Rating                   | Repair Needed and Action Taken or Planned |
|---|--------------------------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good                     | none needed                               |
| <b>Interior:</b> Interior Surfaces                                      | Good                     | none                                      |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good                     | none                                      |
| <b>Electrical:</b> Electrical   | Good                     | none                                      |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good                     | none needed                               |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good                     | none needed                               |
| <b>Structural:</b> Structural Damage, Roofs                             | Good                     | non needed                                |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good                     | none needed                               |
| <b>Overall Rating</b>   | <b>Exemplary</b><br>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 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           | 20.0   | 26.7   | 40.0  |
| 7           | 35.3   | 5.9  | 41.2  |

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)

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Marcum-Illinois School welcomes parent involvement in each child's education. There are many opportunities for parent participation, including:

- Parents' Club
- Destination Imagination Science groups
- School Site Council /Parent Advisory
- Parent education
- Classroom volunteer
- Fundraising and special events

Parents' Club meetings are held the last Tuesday of the month at 3:30 P.M.

Board Meetings are held the second Monday of the month at 6 P.M.

### 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 Year 2019-20)

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We believe that nothing should get in the way of the academic achievement of our students. Our District is committed to providing a safe, secure environment for learning. Our staff members work together closely to ensure student safety.

An Emergency Handbook is kept in the school office, and outlines a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills. In addition, every classroom has an Emergency Procedures folder for the teacher's use. The Sutter County Fire Department conducts periodic school safety inspections.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August of 2019. Key elements of the plan include monthly safety drills, crisis intervention plans, and emergency response procedures.

## 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.

### 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                                   | \$14,188                     | \$2.293                             | \$11,894                              | \$48,483.68            |
| District                                      | N/A                          | N/A                                 | \$11,894                              |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 0.0                                   | 0.0                    |
| State   | N/A                          | N/A                                 |                                       |                        |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 45.9                                  | -26.4                  |

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)

These programs and Supplemental Educational Services (SES) are provided at the school either through categorical funds that are carried over from 2012-2013 or from the current LCFF or other sources that support and assist students:

- Title I, Basic Grant
- Title II, Teacher Quality
- After School Program ASES
- Special Education
- National Lunch Program
- State Preschool
- REAP
- Title IV

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18                     | 2018-19                     | 2019-20                     |
|---|-----------------------------|-----------------------------|-----------------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 full days, 9 minimum days | 4 full days, 9 minimum days | 4 full days, 9 minimum days |

Four full days and 9 minimum days are dedicated to professional development each year. The professional development action steps for the 2019-2020 as listed in our LCAP are:

1. PD will include strategies for implementation of use of a variety of instructional strategies for ELA with emphasis on writing,
2. PD will include use of common Assessments and analysis of student work and data to inform academic achievement and instruction.
3. Maintain current Student Services Director to provide PD and coaching to certificated staff.
4. Professional Development for English Language Development will continue