

# Marcum-Illinois Union Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<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>E-mail Address</b>	jimmie@sutter.k12.ca.us
<b>Web Site</b>	marcum-illinois.org
<b>CDS Code</b>	51 71407

District Contact Information	
District Name	Marcum-Illinois Union Elementary School Distirct
Phone Number	530-656-2407
Superintendent	Jimmie Eggers
E-mail Address	jimmiee@sutter.k12.ca.us
Web Site	www.marcum-illinois.org

## School Description and Mission Statement (School Year 2017-18)

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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—at no cost to parents—literacy, enrichment, and recreational support for students daily from 3:00 P.M. to 6:00 P.M. It is the belief of this school that all children can learn. The mission of Marcum-Illinois School is to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility to the end that they may participate productively in a democratic society. 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:

Support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student.

### Impact of LCAP

The Site Council /Parent Advisory Committee reviewed input from all stakeholders .Taking into consideration the eight state priorities, the committee checked to be sure all stakeholder input was addressed in the following Four District Goals

1. Increase student success in Math, ELA, and NGSS
2. Improve communication with parents and families to support student success
3. Create a safe and welcoming environment
4. Recruit and Retain high quality staff who are continually trained and dedicated to the needs of our students

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 eight 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. Survey of teachers, administration, and Marcum-Illinois Board of trustees surveyed expressed a need for training in the NGSS and STEM for Elementary Teachers. The NGSS will be fully implemented in the third year of the plan.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	31
Grade 1	13
Grade 2	14
Grade 3	17
Grade 4	16
Grade 5	18
Grade 6	22
Grade 7	17
Grade 8	17
<b>Total Enrollment</b>	<b>165</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	3
Asian	0
Filipino	0
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0
White	70.3
Two or More Races	7.9
Socioeconomically Disadvantaged	43
English Learners	8.5
Students with Disabilities	9.7
Foster Youth	0

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10.5	10	10	10
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

**Year and month in which data were collected:** October 10, 2017

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 and two computers in each classroom plus 6 carts of 92 chromebooks.

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill: Studysinc (6-8)  McGraw Hill: (K-5) Adopted in 2016	Yes	0%
<b>Mathematics</b>	Go Math (K-5) Adopted in 2015  College Preparatory Mathematics Core Connection (6-8) Adopted in 2013	Yes	0%
<b>Science</b>	McGraw-Hill (K-5) Adopted in 2008  Holt (6-8) Adopted in 2004	Yes	0%
<b>History-Social Science</b>	Houghton-Mifflin (K-5) Adopted in 2006  Glencoe (6-8) Adopted in 2006	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Health Glencoe (6-8) Adopted 2009	Yes	0%

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

Marcum-Illinois School was established 80 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 smart boards to each classroom, and upgraded our computer lab plus purchased desks and chairs for student use.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 4, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			none needed
<b>Interior:</b> Interior Surfaces	X			none
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			none
<b>Electrical:</b> Electrical	X			none
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			none needed
<b>Safety:</b> Fire Safety, Hazardous Materials	X			none needed
<b>Structural:</b> Structural Damage, Roofs			X	New Roof to be installed summer 2015, repairs needed due to poor installation of new roof.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			none needed

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 4, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	61	65	39	41	48	48
Mathematics (grades 3-8 and 11)	55	54	24	22	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	107	97.27	65.42
Male	47	44	93.62	59.09
Female	63	63	100	69.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	16	16	100	68.75
White	80	77	96.25	67.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	48	94.12	62.5
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.18	53.7
Male	47	45	95.74	55.56
Female	63	63	100	52.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	16	16	100	50
White	80	78	97.5	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	49	96.08	46.94
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	76	81	72	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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.

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	2.1	1.8	3.4	0.2	0.1	0.2	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

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 2017. 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

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

Grade Level	2014-15				2015-16				2016-17			
	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	18	1			12	2			16	2		
1	15	1			13	1			13	1		
2	14	1			14	1			14	1		
3	16	1			15	1			17	1		
4	24		1		15	1			16	1		
5	20	1			22		1		18	1		
6	23		1		17	1			22		1	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,770	\$3,736	\$11,034	\$48,601.00
District	N/A	N/A	\$11,034	\$50,390
Percent Difference: School Site and District	N/A	N/A	0.0	-3.6
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	50.7	-24.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,168	\$42,598
Mid-Range Teacher Salary	\$50,258	\$62,232
Highest Teacher Salary	\$65,862	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Superintendent Salary	\$115,000	\$117,868
Percent of Budget for Teacher Salaries	25%	32%
Percent of Budget for Administrative Salaries	6%	7%

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

**Professional Development (Most Recent Three Years)**

Four full days and 6 minimum days are dedicated to professional development each year. The professional development action steps for the 2017-2018 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 Teacher on Special Assignment (TOA) to provide PD and coaching to certificated staff.
4. Professional Development for English Language Development will continue utilizing Tittle III Sutter County consortium support
5. Professional Development for STEM utilizing STEM Coordinator Sutter County Education Services.