

John C. Martinez Elementary

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	John C. Martinez Elementary
Street	13174 E. Parlier Avenue
City, State, Zip	Parlier, California 93648
Phone Number	5596463527
Principal	Mrs. Veronica Caufield
Email Address	vcaufield@parlierunified.org
Website	http://jme.parlierunified.org/
County-District-School (CDS) Code	10623646007041

Entity	Contact Information
District Name	Parlier Unified School District
Phone Number	5596462731
Superintendent	Mr. Jaime Robles
Email Address	jaime.robles@parlierunified.org
Website	www.parlierunified.org

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

School Vision and Mission

John C. Martínez Elementary School seeks to develop the whole child academically, socially, and emotionally, helping prepare him/her to succeed in the world. We recognize that students bring a rich diversity of cultures, experiences, languages and learning styles that can be developed and shared in our school setting. Students should feel connected to the school and its objectives, value what they learn, and trust those who are teaching.

Teachers/Students will model valuable life skills such as cooperation, conflict resolution, critical thinking, effective communication, problem solving, responsibility and accountability. Students will develop self-esteem and feel free to question and explore a larger world. They will discover and strengthen their talents, learn and practice social and leadership skills, and successfully meet both high academic and behavior expectations.

School Profile

Martínez Elementary School is a TK-6 school serving the community of Parlier, California, nestled in the heart of the great San Joaquin Valley in Fresno County, the largest agricultural county in the United States.

The city of Parlier is a small, rural community of approximately 12,500 residents and was incorporated in 1921. It is a place rich with cultural heritage and ablaze with lively memories of Latino-rights icons like César E. Chávez and Dolores Huerta. The per capita income in Parlier is the third lowest in California, and the town ranks number one in the state in the number of families living below the poverty level. Unemployment figures for Parlier are continually among the highest in the state. The city, however, is beginning to grow and there are new homes under construction in the Martinez area. The City of Parlier has a Latino Chief of Police and Latino Mayor and City Council. The town feels a special respect for its roots and celebrates its primary culture and language as it embraces its new cultures and languages as well.

The Parlier Migrant Housing Project houses migrant farm worker families who traditionally arrive in April and remain until October, harvesting the fruit and vegetables of Fresno County. Most of these students are from Mexico and the southern tip of Texas.

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

Grade Level	Number of Students
Kindergarten	79
Grade 1	59
Grade 2	83
Grade 3	59
Grade 4	64
Grade 5	77
Grade 6	53
Total Enrollment	474

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Hispanic or Latino	99.2
White	0.2
Socioeconomically Disadvantaged	99.8
English Learners	69
Students with Disabilities	6.1
Homeless	1.1

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	18			
Without Full Credential	1			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	1		

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: 8/29/18

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Hartcourt - Journeys (K-6th) - 2016, Houghton Mifflin Hartcourt - Big Day (TK) - 2015	Yes	0
Mathematics	Houghton Mifflin Hartcourt - (TK-6th Grade) - 2015	Yes	0
Science	Harcourt (K-5th Grade) - 2000 Rinehart & Holt (6th Grade) - 2000	Yes	0
History-Social Science	Houghton Mifflin/ Harcourt (K-6th Grade) 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cleaning Process

Administration communicates daily with the custodial staff, which consists of three (3) full-time employees, to ensure that the school's cleanliness is maintained in order to provide a clean and safe school environment. The districts governing board has adopted cleaning standards throughout the district and are available for review at the district office.

Maintenance and Repair

District maintenance staff ensures that work orders are completed in a timely manner in order to maintain the school in good repair.

A work order process is used on all repairs to ensure efficient service and highest priority is given to emergency repairs. The school staff has indicated that 100% of all restrooms are in working order and all repairs have been made.

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: 9/12/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	1 stained ceiling tile in staff workroom. (Tile has been replaced.)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking fountain loose at base (Drinking fountain has been replaced)
Safety: Fire Safety, Hazardous Materials	Good	Rust on gutter top end of room X (Replace gutter) Chipped paint on entry door room 15 and 20 (Doors will be repainted)
Structural: Structural Damage, Roofs	Good	Wood dry rot on overhang exterior on East end of room 2. (Replace fascia board)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Cracked and uneven concrete in front of room 20 and West end of room 20. (Concrete has been repaired)
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)	30	26	23	22	50	50
Mathematics (grades 3-8 and 11)	26	24	16	15	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	261	254	97.32	2.68	25.98
Male	142	135	95.07	4.93	22.22
Female	119	119	100.00	0.00	30.25
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	256	251	98.05	1.95	25.90
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	259	252	97.30	2.70	25.79
English Learners	195	189	96.92	3.08	21.69
Students with Disabilities	21	19	90.48	9.52	0.00
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
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	261	259	99.23	0.77	23.94
Male	142	140	98.59	1.41	25.00
Female	119	119	100.00	0.00	22.69
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	256	254	99.22	0.78	24.02
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	259	257	99.23	0.77	23.74
English Learners	195	194	99.49	0.51	19.59
Students with Disabilities	21	19	90.48	9.52	5.26
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
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	22.2	20.8	12.5

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)

John C. Martinez Elementary has several opportunities for parents to participate in the school. The school has opportunities for parents to see the plans and progress in the classrooms through Back to School Night, Parent Conferences twice a year, and SST meetings if necessary. The parents can participate in school decisions and advise during the SSC and ELAC Meetings. We have also created the Jaguars Booster Club that supports our school. Parents participate in District Level meetings during the DELAC and LCAP meetings. Parents participate in fun activities such as School Carnival, The Harvest Parade, The Winter Program, Monthly Academic Awards Assemblies, Movie Nights, Mother/Son Dance, Father/Daughter Dance, Muffins W/Moms, Promotion Ceremonies for Kindergarten and Parent Workshops.

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	4.0	2.4	0.6	6.3	5.0	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

John C. Martinez Elementary has a comprehensive Safe School Plan. The plan addresses the following: Mission Statement, Action Plan, Disaster and Emergency Response Plan. This plan also includes information on Suspensions and Expulsions, Child Abuse Reporting, Notifications of Dangerous students, Sexual Harassment, Dress Code, Hate Crimes, Student Discipline, and District Resources. We also hold After-School Program Safety Plan meetings to educate the ASP staff of procedures in the event of emergencies, such as active shooter, emergency drills, and natural disasters. All staff also participated in the "Knowledge Saves Lives" training on August 22, 2018. John C. Martinez Elementary practices monthly emergency drills, such as fire, earthquake and lockdown drill.

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	25	1	3		24	1	2		26		3	
1	29		2		29		3		30		2	
2	31		2		30		2		28		3	
3	29		2		30		2		30		2	
4	30		2		24		3		32		2	
5	26		3		24		2		26		3	
6	28		3		27		3		27		2	
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*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.

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	\$5,718	\$517	\$5,200	\$62,850
District	N/A	N/A	\$9,437	\$67,443.00
Percent Difference - School Site and District	N/A	N/A	-57.9	-4.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-31.2	-12.7

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)

Local Control Funding Formula (LCFF) from the state provides general funding for the base programs and supplemental programs.

The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the district board and developed by the district in conjunction with stakeholders including parents, students, school employees and other stakeholders.

Title I, Part A - The purpose of Title I, Part A federal funds help to meet the educational needs of low performing students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,396	\$46,208
Mid-Range Teacher Salary	\$65,631	\$72,218
Highest Teacher Salary	\$92,625	\$92,742
Average Principal Salary (Elementary)	\$100,792	\$134,864
Average Principal Salary (Middle)	\$104,777	\$118,220
Average Principal Salary (High)	\$107,638	\$127,356
Superintendent Salary	\$172,400	\$186,823
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	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			

2016-2017 - District provided FCSS ELA and Math Common Core Training, ELA and EL Training for Journeys Curriculum, Designated and Integrated ELD Training, Accelerated Reader, Reading Diagnostic Assessment and BTSA for first-year teachers.

2017-2018 - Site provided training in FASTbridge (Reading Diagnostic Assessment), Accelerated Reader, Think Central and Second Step (SEL curriculum)

2018-2019 - District provided one session refresher course for Smart Boards, District provided two sessions of Guided Reading Training (TK-2/3rd-6th) which included on-site Guided Reading support for (TK-2nd) that provided planning, demo lessons, co-teaching and one-on-one coaching on alternate basis twice a month, District provided one session of English Learner instructional training for 3rd- 6th grade to initiate monthly English Learner training on site provided on a monthly basis.

The district provided two Illuminate training sessions to link grade book and assessments. The district is coordinating monthly grade level team meetings district-wide.