

Edwin Markham Middle 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
School Name	Edwin Markham Middle School
Street	2800 Moulton Drive
City, State, Zip	Placerville, CA 95667
Phone Number	(530) 622-0403
Principal	Theresa Edinger
Email Address	tedinger@pusdk8.us
Website	http://pusdk8.us/Markham
County-District-School (CDS) Code	09-61952-6005649

Entity	Contact Information
District Name	Placerville Union School District
Phone Number	(530) 622-7216
Superintendent	Eric Bonniksen
Email Address	ebonniksen@pusdk8.us
Website	www.pusdk8.us

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

Edwin Markham Middle School, a California Gold Ribbon School in the Placerville Union School District, serves approximately 450 students in grades 6 through 8. The school is situated in the community of Placerville in the Sierra foothills 40 miles east of Sacramento on Highway 50. Our school is named after Edwin Markham, poet, author and educator who lived in El Dorado County during the early 1900s.

Our mission statement is at the core of what drives our campus: Ensuring every student's intellectual and emotional growth while promoting effective citizenship. Building relationships and academic foundations are the goals of the caring and hard-working Markham staff. From the bus driver to the classroom teacher, the custodial staff to the office staff, the Markham family knows all campus adults have a role to play in our students' learning. Families are an important component in the success of Edwin Markham Middle School. The School Site Council and Parent Club are two teams composed of parents and community members who work side-by-side with our staff to create a successful school. Parents and community members volunteer in many ways: in the classroom, for daily yard/lunch supervision, field trips, dances and other school activities. Back-to-School Night, Open House and twice-yearly Student-Parent-Teacher Conferences are the framework of parent support for student academics.

The facilities at our school are a focal point for the Placerville community as well. Our facilities are in use seven days a week with community and recreation programs sharing the grounds on most days. Our gymnasium, multi-purpose room and athletic field are examples of Markham and outside organizations working in tandem for the benefit of all residents. Markham is truly a hub of community life for Placerville.

Our students truly have "Panther Pride," working diligently under the direction and leadership of our teaching and instructional staff. Since the 2012-13 school year, we've made tremendous strides in implementing the new Common Core State Standards. Rigorous classroom instruction and a strong commitment to ensuring that all students succeed are the cornerstones of our teachers' practices. Our students are taught in an atmosphere in which they are valued and where in turn, our students value learning. In addition, our school offers an array of opportunities to engage students in their campus community outside of the classroom by participating in clubs, music, support programs, and athletics. Over one third of our students are involved in some extra-curricular activity. On a daily basis, students demonstrate evidence of "Panther Pride" and are recognized through our PAW Program (Panthers Always Win), becoming eligible for weekly drawings of rewards.

Throughout our campus, from the classroom to the cafeteria, from classified to certificated staff, we provide a school environment where students are the focus.

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

Grade Level	Number of Students
Grade 6	162
Grade 7	139
Grade 8	124
Total Enrollment	425

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	0.9
Filipino	0.2
Hispanic or Latino	27.8
White	63.3
Two or More Races	5.9
Socioeconomically Disadvantaged	51.1
English Learners	8.7
Students with Disabilities	11.5
Foster Youth	1.2
Homeless	2.6

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	19	19	64
Without Full Credential	1	1	1	1
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: January, 2020

In English-language arts (ELA), math and history, all materials reflect the current standards. Every student is assigned a copy of the ELA and math textbook and is assigned an individual account for the online science curriculum. History-social studies classes are piloting a new curriculum, History Alive! from TCI, which reflects the new State framework.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt (2017).	Yes	0
Mathematics	Big Ideas Learning (2012), College Preparatory Mathematics (2012).	Yes	0
Science	Amplify (2017).	Yes	0
History-Social Science	TCI (2018)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Edwin Markham School first opened in 1961. The buildings are well constructed, but their age demands constant maintenance. The custodians and the principal conduct monthly maintenance/safety checks.

Major repairs are made at Markham during the summer months. Classroom modernization was completed during the summer of 2008. Twelve classrooms were modernized to include state-of-the-art computer network infrastructure. The school buildings and grounds provide adequate space for teaching and learning. Our library, science building and music building are exemplary facilities. The rest rooms, floors, walls, plumbing and electrical systems are old but functional. The entire roof was replaced during the summer of 2003. A new music building was completed during the 1999-00 school year and is an excellent addition to our campus and exemplary music program. During the 2017-18 school year, classroom lighting was retrofitted.. During the 2004-05 school year, the new gymnasium and a new three-laboratory science building were constructed. These two new buildings are outstanding additions to the Markham campus. The gymnasium is regularly used by the community for recreational purposes.

The entire staff, including the custodial staff, works to keep the buildings and grounds clean, free of litter and graffiti. Graffiti is removed as soon as it is discovered, and this has resulted in a drastic reduction in graffiti at the site. Community volunteer days have been a great help to keeping our campus looking beautiful.

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: September, 2019

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

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)	60	59	58	57	50	50
Mathematics (grades 3-8 and 11)	46	46	42	45	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	416	405	97.36	2.64	58.52
Male	186	183	98.39	1.61	50.27
Female	230	222	96.52	3.48	65.32
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	109	96.46	3.54	39.45
Native Hawaiian or Pacific Islander					
White	265	259	97.74	2.26	66.02

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	26	26	100.00	0.00	50.00
Socioeconomically Disadvantaged	215	210	97.67	2.33	46.67
English Learners	64	63	98.44	1.56	28.57
Students with Disabilities	48	48	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67

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	416	405	97.36	2.64	46.17
Male	186	183	98.39	1.61	44.81
Female	230	222	96.52	3.48	47.30
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	109	96.46	3.54	31.19
Native Hawaiian or Pacific Islander					
White	265	259	97.74	2.26	51.35
Two or More Races	26	26	100.00	0.00	42.31
Socioeconomically Disadvantaged	215	210	97.67	2.33	29.52
English Learners	64	63	98.44	1.56	20.63
Students with Disabilities	48	48	100.00	0.00	8.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	20.00

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
7	12.0	24.8	51.1

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)

Markham Middle School encourages parents to serve in any of our many groups that support the campus. Our Parent Club meets once a month and has a page on our web site as well as a Facebook page for maximizing communication. School Site Council, the District Budget Committee, Health Education Advisory Committee (HEAC), District English Learner Advisory Committee (DELAC), Superintendent's Parent Advisory Committee, English Learner Advisory Committee (ELAC), Kiwanis Builders Club, Athletics Program, etc., all have parent and community involvement within their organizations. We need and encourage our parents to become involved with our campus.

Parents have complete access to their child's grades through our Aeries online grade book system. Parents are also encouraged to communicate with teachers through email. In addition we hold four days of parent-teacher-student conferences in the fall, and two days in the spring. Newsletters are sent home monthly at the end of every grading period. We make frequent use of our automated phone call system to keep parents informed of important dates and when information is being sent home with students. Announcements are posted three days a week and are emailed to parents upon request. For students needing additional support, Markham staff regularly meet with parents for Student Study Teams, Response to Intervention, Behavior Support Plans and Individualized Education Plans.

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	5.1	5.8	5.1	2.1	2.9	3.1	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)

The school's Emergency Operations Plan is reviewed every year during staff development days before school starts. Staff is updated on the plan and made aware of the important details in the plan. Markham practices a "Lock Down Drill", "Fire Drill" and "Bus Evacuation" during the first week of the school year with all staff and students. The Plan is always reviewed and revisions are considered after every major emergency.

Monthly evacuation emergency drills are conducted to keep students and staff attuned to safety procedures. Evacuation drills to alternate sites require staff and students to follow alternate instructions and keep staff and students flexible and responsive to most scenarios. Coaching staff is trained to administer CPR and first-aid and has gone through training in recognition of concussions. Additionally, the school nurse works one and one-half days per week assisting office personnel, staff, students, and parents with health concerns and is available by phone as needed.. Yard supervision is provided by teachers, aides, and principal before and after school and at all passing periods, breaks, and lunch.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	17	8	7		18	8	6		24	4	7	1
Mathematics	11	3	1		17	6	7	1	21	6	6	1
Science	26	1	8		28		7	1	29		6	3
Social Science	26	2	7		28	1	6	1	29	1	5	3

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	531.3

*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)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$9,928	\$1,789	\$8,139	\$60,355
District	N/A	N/A	\$8,001	\$66,339.00
Percent Difference - School Site and District	N/A	N/A	1.7	-9.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	8.1	-25.0

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)

Markham has added Instructional Aide time in many areas to provide more support for students and teachers across the campus. Our Bilingual Aide time was increased to support our EL population. Our Special Education Aide time was increased to allow for more campus supervision without taking away service time from Special Education. We have a full-time position to manage our Alternative Learning Center where students can refocus before returning to a classroom, work quietly on teacher assignments away from the classroom, get extra help when needed on academic and personal issues, and serve out teacher-assigned detentions. The library is open before and after school for tutoring and study hall to help students who are dropped off early or have to wait for rides home. Markham offers the Academic Grace Program (AGP) each quarter after school for an hour, three days a week. The AGP program is for students on Academic Probation and is supervised by classroom teachers. Students focus on completing class work and online remediation in areas they are struggling. Credentialed math teachers provide math tutoring 3 days a week. Students can also take advantage of homework help in the morning 4 days a week from a credentialed teacher. Special Education services are offered to eligible students based on the students' educational needs as specified in Individualized Education Program (IEPs) plans. Eligible students participate in the National School Lunch Program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,999	\$49,378
Mid-Range Teacher Salary	\$60,425	\$77,190
Highest Teacher Salary	\$83,692	\$96,607
Average Principal Salary (Elementary)	\$114,972	\$122,074
Average Principal Salary (Middle)	\$115,403	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$149,232	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	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	3	4	4

Staff Development is provided in three full days before the school year begins and during early release time on Mondays throughout the year. Staff is encouraged to pursue professional development on a regular basis and has access to site funding that will help pay for all training expenses. Professional Development is delivered through all types of modalities, including conferences, classes, webinars, tutoring and after school support. Staff regularly reports back to the school board about their training and how they plan on using what they have learned. Many of our staff have become trainers in a wide variety of skills and programs.

Markham currently is focusing staff development following a Professional Learning Communities model, with an emphasis on English-Language Arts and Math instruction. We target many of our efforts for training to assist our core teachers with English Learners and students at-risk of failure. Teachers are being trained in a wide variety of ways to better reach a growing diversity of student needs. The District has provided a day-long workshop focused on Trauma-informed Practices and there is a follow-up training related to servicing the needs of grieving students. In addition we are in the process of implementing the AVID program across campus and teachers in all grades and content areas are being trained in AVID strategies.