Marengo Elementary School

1400 Marengo Avenue • South Pasadena, CA 91030 • 626-441-5850 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

South Pasadena Unified School District

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District Governing Board

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Superintendent

David Lubs
Assistant Superintendent of Business Services

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Christiane Gervais
Assistant Superintendent of Instructional Services

School Description

Marengo Elementary School is located in the city of South Pasadena and serves 772 students from kindergarten through 5th grade. It is one of three elementary schools within the South Pasadena Unified School District and operates on a traditional school calendar system. Marengo Elementary School earned the recognition as a California Distinguished School during the 2009-2010 school year.

Marengo Elementary School is a professional learning community in which all members (administrators, teachers and parents) are committed to quality instruction and learning for all students. This vision includes both the development of our students as self-directed, life-long learners who are becoming resourceful and productive citizens and the professional growth of teachers and administrators using analysis of learning results and reflection on teaching practices. The Marengo community strives to provide a safe, creative environment with respect for students of diverse backgrounds and learning styles, and it encourages risk-taking and the use of higher level thinking skills to increase academic achievement.

In order to fulfill our commitment to this vision, the staff works as a team to provide student-centered learning, using developmentally appropriate curriculum and instructional strategies. Providing a rigorous, standards-based curriculum that integrates language arts, math, social studies, science, arts and physical education, teachers and administrators utilize data from a broad range of assessments to measure and ensure learning for all students and to inform educational planning and decision-making.

Recognizing the essential role families and the community play in the education of our students, all teachers, administrators and staff promote a positive home and school connection.

Marengo Tenets:

1. We believe equal access enhances quality education.
2. We believe that a safe environment ensures optimal learning.
3. We believe that embracing diversity and social justice leads to acceptance and tolerance.
4. We share a commitment to learning and value it as a life-long practice.
5. We believe that effective communication among all members of our community promotes common understanding.
6. We value the physical, intellectual, social, and emotional capacities of all learners thus encouraging every student to realize his/her full potential.
7. We embrace critical thinking and self-reflection as tools for building our learning community.
8. We believe that all people must take responsibility for their own actions.

Marengo Vision Statement:

Marengo Elementary School will commit to support self-directed, life-long learners as they grow into resourceful and productive citizens. We will provide a safe, creative environment with respect for students of diverse backgrounds and learning styles. We will encourage risk taking and the use of higher level thinking skills to increase academic achievement.

In order to fulfill this commitment, the staff will work as a team to provide student-centered learning using developmentally appropriate curriculum and instructional strategies. We will provide a rigorous, standards-based curriculum, which will integrate language arts/reading, math, social studies, science, the arts, and physical education. We will use a broad range of assessments to measure and ensure the growth of all students. We will provide time for professional development and reflection to aid staff in continuing to provide a quality educational program. We recognize the important role families and community play in the education of our students and therefore we will continue to promote a positive home/school connection.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	120
Grade 2	132
Grade 3	130
Grade 4	120
Grade 5	151
Total Enrollment	772

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	39.5
Filipino	1.7
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.1
White	25.3
Two or More Races	14.1
Socioeconomically Disadvantaged	16.8
English Learners	16.1
Students with Disabilities	6.7
Foster Youth	0.3
Homeless	0.3

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 for Marengo Elementary	17-18	18-19	19-20
With Full Credential	31	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Pasadena	17-18	18-19	19-20
With Full Credential	♦	♦	204.6
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Marengo Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials
Year and month in which data were collected: September 10, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Benchmark Education 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math Expressions Houghton-Mifflin 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science Macmillan-McGraw Hill 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	California Studies, Social Studies Houghton-Mifflin 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Marengo PTA continues to reserve funds in their effort to provide shade on the playground. The front of the school was re-landscaped with drought-tolerant plantings.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices. The principal works daily with two full time and two part time custodians to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of Marengo Elementary's restrooms were in good working order.

As part of Bond Measure SP, Marengo roofing and HVAC systems were upgraded during the summer of 2017.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/20/2019

System Inspected	Repair Status	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		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	88	88	84	84	50	50
Math	87	86	79	79	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.5	28.1	56.2

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.

Types of Services Funded
South Pasadena Unified received Base and Supplemental Funds as part of the Local Control Funding Formula (LCFF) to support our instructional program. In addition, SPUSD received state and federal categorical funding for the following support programs:

- Title I, Part A (at South Pasadena Middle School and South Pasadena High School only)
- Title II, Part A
- Title III, Part A LEP and Immigrant
- Title IV, Part A
- Special Education
- Lottery Funds for Instructional Materials

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	391	96.78	87.98
Male	213	203	95.31	86.21
Female	191	188	98.43	89.89
Black or African American	--	--	--	--
Asian	142	136	95.77	92.65
Filipino	--	--	--	--
Hispanic or Latino	79	76	96.20	75.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	111	97.37	85.59
Two or More Races	56	56	100.00	98.21
Socioeconomically Disadvantaged	76	76	100.00	75.00
English Learners	82	75	91.46	80.00
Students with Disabilities	40	35	87.50	57.14
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	398	98.51	86.18
Male	213	209	98.12	86.60
Female	191	189	98.95	85.71
Black or African American	--	--	--	--
Asian	142	141	99.30	91.49
Filipino	--	--	--	--
Hispanic or Latino	79	77	97.47	76.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	112	98.25	84.82
Two or More Races	56	56	100.00	94.64
Socioeconomically Disadvantaged	76	76	100.00	78.95
English Learners	82	80	97.56	81.25
Students with Disabilities	40	36	90.00	47.22
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.

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)
Marengo Elementary School benefits from the support of an outstanding Parent Teacher Association (PTA). More than 50,000 volunteer hours are logged annually and the PTA provides approximately $130,000 annually to support Marengo's instructional programs, classroom equipment and field trips. More than 700 parents and staff have joined the PTA, and many regularly attend monthly PTA meetings. Marengo parents and teachers participate in parent-teacher conference days (in November and March), Back-to-School Night, Open House and School Site Council. Parents are also active in planning many social and academic events, such as the Jog-a-thon, Celebrate the Arts Day, Super Science Night, the Talent Show and the Read-a-Thon.

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
The safety of students and staff is a primary concern at Marengo Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills, lock out drills and earthquake drills are conducted throughout the school year. Monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, obtain a visitor's pass, and sign out upon leaving the campus.

In 2018, the Comprehensive Safety Plan was updated by the school administration in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Marengo Elementary reviews the plan annually and updates it as needed. The most recent copy of the plan is available to the public at the school office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.4	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.0	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.63
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.6
Other	

* 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.

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	24		5		24		5		24		5	
1	24		5		24		5		24		5	
2	22		5		23		6		24		5	
3	24		6		24		5		24		6	
4	28		5		31		5		30		4	
5	31		4		32		4		30		5	
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.

Professional Development provided for Teachers

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

Annually, four staff development days are scheduled into the school year to address both site and district-level needs. These professional development days are aligned with the Board of Education's annual goals and Strategic Plan. The Marengo staff, along with the other elementary school staffs, participate. Topics that have been addressed include Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Arts curriculum, the evaluation of student writing, Cognitively Guided Instruction (CGI), examination of multiple measures, differentiated learning strategies, Thinking Maps, curriculum mapping and Project-Based Learning (PBL).

Staff development is delivered at monthly faculty meetings, during grade level release-time and through attendance at various conferences.

Teachers are supported through their Path I (feedback after formal observations) and Path II plans (these plans address teaching standards agreed upon by teacher and principal). Additionally, grade level meetings at the school site and district-wide, data analysis meetings and peer planning meetings allow for teachers to learn from their peers. Finally, our Technology Integration Coach works individually and with small groups of teachers on professional development and instructional technology in the classroom.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,783	$46,208
Mid-Range Teacher Salary	$80,620	$72,218
Highest Teacher Salary	$112,570	$92,742
Average Principal Salary (ES)	$117,445	$134,864
Average Principal Salary (MS)	$120,284	$118,220
Average Principal Salary (HS)	$147,000	$127,356
Superintendent Salary	$240,443	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	33%
Administrative Salaries	6%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,641	$2,766	$7,875	$80,915
District	N/A	N/A	$7,645	$84,070.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.0	-4.3
School Site/ State	7.5	12.5

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.