

Marigold Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Marigold Elementary School
Street	2446 Marigold Avenue
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3121
Principal	Shawneese Heath
Email Address	sheath@chicousd.org
Website	http://marigold.chicousd.org/
County-District-School (CDS) Code	04-61424-6003032

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000 x 20235
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

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

Marigold serves families in the northeast area of Chico. In addition to regular program students, Marigold houses one resource classroom. Marigold is a neighbor of Loma Vista, a CUSD Special Education school, and Pleasant Valley High School. Marigold has a mainstreaming program with Loma Vista's TK class and an effective student aide program with the high school's education career pathways program. With the passing of Measure K in November of 2016, plans are moving forward with a complete renovation of the campus. As of September 2019, we have eight fully renovated, like-new classrooms designed for kindergarten and first grade complete with new furniture and interactive teaching technology. We also have a new two-story building in the center of campus. It includes a new media center/library and sixteen classrooms set to house second, third, fourth, and fifth grades. Loma Vista moved in to their new facility on the Manzanita Avenue side of campus in March 2019. Construction is progressing on Marigold's main parking lot, new administration building and cafeteria complete with a full basketball court and stage. After the relocation of the administration office and cafeteria in year 2020, construction will begin on a full renovation of the old cafeteria to create two large special education classrooms and many new office spaces. Please stop by our office to view blueprints, follow us on Facebook, or look on the CUSD website for more details.

The following statements were developed by our School Site Council and Marigold Leadership Team in order to communicate our ideals to the community:

Marigold's mission is to ensure the academic, emotional, and social success for every student in a safe, responsible, and respectful learning environment. We provide a sound education emphasizing Language Arts and Mathematics, as well as Social Studies, Science, Visual and Performing Arts, Physical Education and Technology while promoting self-esteem. Our goal and motto is to ensure that "Every Student is Academically, Emotionally, and Socially Successful Everyday".

It is the vision of the Chico Unified School District and Marigold Elementary School to teach students to be confident individuals with positive self-esteem; educated, responsible, enlightened citizens; effective communicators; creative problem solvers, critical reflective thinkers; self-directed life-long learners; users of appropriate technology; and productive members of the workforce. In our vision, all students will be successful academically as measured by the State wide SBAC assessments as well as district benchmark achievement data.

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	73
Grade 2	65
Grade 3	81
Grade 4	75
Grade 5	77
Total Enrollment	448

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	4.7
Filipino	1.8
Hispanic or Latino	15.4
White	68.1
Two or More Races	7.4
Socioeconomically Disadvantaged	33.7
English Learners	4
Students with Disabilities	10
Foster Youth	0.2
Homeless	2.7

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	24	22	22	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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: September 2019

Updated and readily available resources are important for students to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students when the textbooks are adopted and delivered.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3 - 6 in 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Marigold was originally built in 1960. For many years the growth of the student population was met with relocatable classrooms. With the passing of Measure K in November of 2016, plans are moving forward with a complete renovation of the campus. All relocatable classrooms have been removed or demolished as part of the renovation. As of September 2019, we have eight fully renovated, like-new classrooms designed for kindergarten and first grade complete with new furniture and interactive teaching technology. We also have a new two-story building in the center of campus. It includes a new media center/library and sixteen classrooms set to house second, third, fourth, and fifth grades. Our kindergarten has a new playground and a new track was created with sod in the far field for all to use. Loma Vista moved in to their new facility on the Manzanita Avenue side of campus in March 2019. Construction is progressing on Marigold's main parking lot, new administration building and cafeteria complete with a full basketball court and stage. After the relocation of the administration office and cafeteria in year 2020, construction will begin on a full renovation of the old cafeteria to create two large special education classrooms and many new office spaces. Please stop by our office to view blueprints, follow us on Facebook, or look on the CUSD website for more detail.

The Chico Unified School District works to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance and operations department and site administration work with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Visitors are required to check in with the school office when entering the school grounds. The district participates in the State School Deferred Maintenance Program and the newly acquired Measure E funding, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floors and technology.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Kitchen/MPR (D) Flooring has damage from cracks, tears, holes or water damage. New building is under construction.
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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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)	43	54	54	56	50	50
Mathematics (grades 3-8 and 11)	49	47	44	43	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	252	248	98.41	1.59	53.63
Male	135	133	98.52	1.48	52.63
Female	117	115	98.29	1.71	54.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	13	13	100.00	0.00	69.23
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	20.59
Native Hawaiian or Pacific Islander					
White	170	168	98.82	1.18	59.52
Two or More Races	20	20	100.00	0.00	50.00
Socioeconomically Disadvantaged	103	99	96.12	3.88	38.38
English Learners	19	19	100.00	0.00	21.05
Students with Disabilities	32	31	96.88	3.12	16.13
Students Receiving Migrant Education Services					
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	252	246	97.62	2.38	46.75
Male	135	132	97.78	2.22	51.52
Female	117	114	97.44	2.56	41.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	14.71
Native Hawaiian or Pacific Islander					
White	170	166	97.65	2.35	51.20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	40.00
Socioeconomically Disadvantaged	103	98	95.15	4.85	34.69
English Learners	19	19	100.00	0.00	31.58
Students with Disabilities	32	30	93.75	6.25	20.00
Students Receiving Migrant Education Services					
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	21.4	20.2	28.6

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)

Parent involvement and support at Marigold is very high. Many parents serve as parent volunteers in classrooms and on field trips. An active PTA provides support in many ways, with efforts directed toward raising money for school improvements, student enrichment opportunities, and getting the school community together for social activities. Contact the main office for more information at (530) 891-3121. You can also learn more about Marigold PTA at <http://marigoldpta.wixsite.com/jrvikes>

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	0.2	0.0	1.0	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety plan is updated annually by the School Site Council in accordance with Senate Bill 187. The School Safety Plan includes emergency procedures for traumatic incidents, imminent danger, evacuation, civil defense, bomb threat, earthquake, chemical spill, crime, fire/explosion plans, and community use of facilities. An emergency drill schedule is developed and implemented annually. We hold a minimum of one fire drill a month, two earthquake drills a year, and four code red drills a year. A School Crisis Team has been identified and trained. The School Site Council meets about three times throughout the year to address school safety concerns and monitor the safe schools budget.

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	22		3		24		3		26		3	
1	22	1	3		23		3		24		3	
2	26		3		23		4		22		3	
3	26		3		26		3		20	3	1	
4	29		3		21	1	3		25		3	
5	30		3		30		3		26		3	
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*	896.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5

*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	\$10,947.35	\$3,182.87	\$7,764.49	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	0.1	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	1.4	-16.6

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)

Marigold receives the following funding:

- Local Control Funding Formula (LCFF) funds to support programs and activities to assist all students achieve state standard proficiency
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning
- Title II federal funds to provide ongoing staff development for teachers and staff

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

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	6	6	6

The staff at Marigold is committed to developing in our effectiveness of collaboration and improving our practice as professionals. Current professional development monies are utilized to train as many staff as possible. Curricular improvement is an ongoing process with Common Core implementation as the emphasis. All professional development is highly coordinated with the district and state expectations. We are continuing to align our teaching and assessment procedures with adopted California standards and district benchmarks for each curriculum area.