



# Maidu Elementary School

1950 Johnson Ranch Drive • Roseville • 9167897910 • Grades P-3

Laurie Beyer, Principal

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<http://maidu.eurekausd.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Eureka Union Elementary School District

5455 Eureka Road

Granite Bay

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[www.eurekausd.org](http://www.eurekausd.org)

#### District Governing Board

Mrs. Renee Nash

**Board President**

Mr. Jeffrey Conklin

**Board Clerk**

Mr. Ryan Jones

**Board Member**

Dr. Melissa MacDonald

**Board Member**

Mr. Andrew Sheehy

**Board Member**

#### District Administration

Tom Janis

**Superintendent**

Melissa Mercado

**Chief Business Officer**

Kelli Hanson, Ed.D.

**Director of Human Resources**

Ginna Guiang-Myers, Ph.D.

**Director of Curriculum, Instruction,  
Professional Development and  
Student Assessment**

Kristi Marinus

**Director of Student Services**

### School Description

Eureka Union Elementary School District encompasses 14.8 square miles in Granite Bay and part of Roseville. The district is comprised of seven schools: three transitional kindergarten-3rd grade schools, two 4th-6th grade schools, and two junior high schools. Maidu Elementary School has an enrollment of 443 transitional kindergarten through third grade students during the 2018-2019 school year. Maidu Elementary School opened in December of 1996. Principal Laurie Beyer leads a devoted staff of 20 classroom teachers, 4 certificated employees, and 19 classified employees. The staff and administration are dedicated to creating citizens who are academically successful and aware of their relationship with others. In recent years, Maidu has attracted many students from surrounding districts. The number of inter district students requesting to attend Maidu continues to grow.

Maidu Elementary School enjoys a reputation as having a strong academic program with a capable, caring staff and administration. The staff at Maidu is dedicated to student learning and the social growth of every child. There is a focus on professional development in academic areas as well as the social emotional well being of the students. Maidu is a PBIS (Positive Behavioral Interventions and Supports) school. The school explicitly teaches and reinforces the school rules and expectations across all school settings. At Maidu Elementary School the students begin as young learners and blossom into confident, caring, and responsible students. Our 3rd grade students are our oldest students on campus and demonstrate leadership skills in the classroom and across the campus. Positive Behavioral Interventions and Support (PBIS) has created a culture at Maidu where staff and students work together for a positive school climate that focuses on student social development.

During the 2017-2018 school year Maidu was recognized at the Bronze level by the California PBIS Coalition. In 2015-2016 school year Maidu Elementary School received the Gold Ribbon Schools Award for their PBIS Model Program. Maidu also receive the Title I Academic Achievement Award for continuous academic growth in a Title I school.

## 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	92
Grade 2	102
Grade 3	106
Total Enrollment	419

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	6.9
Filipino	2.9
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.7
White	54.4
Two or More Races	9.8
Socioeconomically Disadvantaged	19.3
English Learners	11.9
Students with Disabilities	8.8
Foster Youth	0.2
Homeless	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 for Maidu Elementary	17-18	18-19	19-20
With Full Credential	24	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Eureka Union	17-18	18-19	19-20
With Full Credential	♦	♦	157
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Maidu 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 2018-19)**

All core curriculum materials have been reviewed for alignment with the California Content Standards (Common Core State Standards) and Next Generation Science Standards, adopted by the State Board of Education (SBE). These materials have been evaluated, piloted, and selected by a committee of teachers, and subsequently adopted by our governing board. All students receive the appropriate and necessary curriculum and supplementary materials. Permanent books are loaned to students each year and collected at the end of the year. Consumable materials are provided to each and every student to support classroom instruction. For digital curriculum components, students without devices are allowed to loan a device for access at home.

Teachers may, according to need, augment these materials with activities, materials, web-based resources and utilize instructional strategies they have learned in workshops or curriculum classes.

**Textbooks and Instructional Materials**

Year and month in which data were collected: 08/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK - World of Wonders (McGraw-Hill, 2016) K-5 - Reading Wonders/WonderWorks (McGraw-Hill, 2016)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5 - enVision Math (Pearson, 2014) with Zearn Math as supplementary (2019)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: FOSS (Delta Education, 2007) and Mystery Science as supplementary (2018)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-3 Pearson Scott Foresman (2006)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Sombrero Time, Espanol Basico (2016) 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)**

Every year a comprehensive survey is distributed to every household with children in the Eureka Union School District and to every staff member in the District. That survey includes questions about student safety and about the maintenance and overall conditions of our facilities. The district also conduct annual inspection of facilities to inform prioritization of repairs and upkeep. This year, EUSD embarked on a comprehensive assessment of its facilities and updated its Facilities Master Plan.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 08/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	61	65	78	79	50	50
Math	57	72	67	70	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

**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	107	106	99.07	64.76
Male	58	58	100.00	54.39
Female	49	48	97.96	77.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.00	46.67
White	53	53	100.00	71.70
Two or More Races	17	17	100.00	52.94
Socioeconomically Disadvantaged	23	23	100.00	56.52
English Learners	14	13	92.86	53.85
Students with Disabilities	16	16	100.00	25.00

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	107	106	99.07	71.70
Male	58	57	98.28	68.42
Female	49	49	100.00	75.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.00	46.67
White	53	53	100.00	77.36
Two or More Races	17	17	100.00	70.59
Socioeconomically Disadvantaged	23	23	100.00	52.17
English Learners	14	14	100.00	57.14
Students with Disabilities	16	16	100.00	43.75

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)

Parents play an important role in molding the school to meet the needs of the community. Through participation of parents on the School Site Council and the Maidu PTC with its many annual special events, Maidu School hopes to become a model of the bond that exists between the community and the public school. Multiple avenues for school engagement are utilized by the school for all parents, with particular attention devoted to increasing parent engagement for socio-economically disadvantaged students, English learners, and students with disabilities.

Parents are involved in the school in a multitude of ways including the following:

Art docents  
PAL (Parents Assisting at Lunch)  
Office and workroom support  
In the classroom with small groups for language arts, mathematics  
Library helper  
Special activities  
Maidu Parent Teacher Club  
School Site Council  
Eureka Schools Foundation

Maidu has an active English Language Advisory Committee that meets throughout the year. This committee reviews the progress of English Language Learners as well as reviews the School Plan for Student Achievement. These meetings are open to all families.

Maidu School engage targeted and consistent efforts to seek input and involvement of parents of designated groups that are typically underrepresented, e.g. English Language learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This is accomplished through various ways, emails, newsletters, websites, and phone calls. Additionally, through the district, Parent Educator Workshops are offered on such important topics as Effects of Technology on the Brain, Raising Happy and Resilient Students, and e-Cigarettes, the Vaping Scourge. This year, the district has offered parent workshops on Common Core Math, Next Generation Science Standards, and School Safety.

### 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

Maidu Elementary School has on file a Comprehensive School Site Safety Plan (CSSSP) that incorporates all elements of the district's Board Policy, the School Improvement Plan, the Student-Parent Handbook, and the Site Crisis Management Plan. This mandated comprehensive school safety plan was approved by a committee composed of certificated and classified employees and parents. The CSSSP addresses a wide range of safety issues including student discipline, safe entry and exit to the campus, crisis intervention models, physical plant safety, and long-term safety management and planning. The CSSSP is reviewed and revised annually. A printed copy is available for viewing in the school office. All CSSSPs are also uploaded on the EUSD website at: <http://www.eurekausd.org/Departments/School-Site-Plans/index.html>

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.9	2.2
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*	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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	2.0

### 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	19	3	3		23		5		24		5	
1	22		5		20	3	2		23		4	
2	23		5		22		5		23		4	
3	24		5		20	1	5		19	1	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	3	3

Eureka Union School District certificated and classified staff members participate in various professional development opportunities aligned with district goals, as specified in its LCAP (Local Control Accountability Plan). These goals were developed upon stakeholder input and analysis of various student outcome measures, primarily CAASPP (California Assessment of Academic Student Performance and Progress). For the last 3 years, all certificated staff members participated in at least three district-wide professional development days per year focused on the implementation of the California Content Standards (ELA and Math), Next Generation Science Standards (NGSS) and research-proven instructional strategies. Throughout the year, various afternoon workshops were also provided to address different topic areas: Differentiation, Universal Design for Learning, Visual Literacy, Vocabulary Instruction and others. EUSD has also promoted a balance of growth opportunities in all MTSS domains - academic, socioemotional, and behavioral. This year, the district focused on practices that promote diversity awareness and appreciation, equity, and inclusion.

Summer institutes also provide teachers opportunities to extend knowledge and skills, plan and collaborate. During the summer of 2019, K-8 teachers were provided training on NGSS, new History & Social Studies Frameworks, STEM, using technology in the classroom, socio-emotional development, etc. Additionally, during the year, teachers participated in several regional and state conferences.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,355	\$49,378
Mid-Range Teacher Salary	\$71,014	\$77,190
Highest Teacher Salary	\$90,773	\$96,607
Average Principal Salary (ES)	\$116,976	\$122,074
Average Principal Salary (MS)	\$118,794	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$189,519	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Eureka Union School District is guided by its mission of "Working Together for Excellence - Every Student, Every School, Every Day" and hence, its budget is focused on supporting high-quality instruction in the classroom. The classroom is protected from funding cuts as much as possible to maintain EUSD's high academic performance. In a study conducted, the Eureka Union School District was found to have the highest percentage of budget dollars concentrated in the classroom (teachers, aides, materials, equipment) relative to other districts in the region. EUSD also believes in the education of the whole child, and its budget reflects this commitment. Several programs exist to support and promote socioemotional development and positive behavioral outcomes. EUSD has the highest counselor to student ratio in the region.

For struggling and at-risk students, academic intervention support is available at all sites. Students and teaching staff also have access to technology to help make teaching and learning more effective. There are instructional aides available for providing direct support, whether push-in or pull-out, to struggling students. The district coordinates and provides support to programs that serve students representing different populations: SpEd, GATE, and EL. Each school site provides unique programs and resources based on identified needs.

#### 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,331	\$4,043	\$7,288	\$79,880
District	N/A	N/A	\$6,656	\$78,765
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.1	1.4
School Site/ State	-11.0	-1.3

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.