Maywood Middle School / DaVinci Academy

1666 Marguerite Ave. • Corning, CA 96021-3530 • 530.824.7730 • Grades 6-8
Tiffany Dietz, Principal
tdietz@cuesd.net
https:/mms-corning-ca.schoolloop.com

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

Corning Union Elementary School District
1590 South Street
Corning, CA, 96021
530.824.7700
http://www.corningelementary.org/

District Governing Board

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President

Steve Kelish
Member

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Member

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Secretary

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Member

District Administration

Rick Fitzpatrick
Superintendent

Dave Sweringen
Assistant Superintendent

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Chief Business Official

School Description

Located in the agricultural center of Tehama County in the northern Sacramento Valley, Maywood/DaVinci is a showplace for education. Our school offers rigorous curriculum designed to meet state standards, in a setting designed to engage and motivate students. From our state of the art cafeteria and gymnasium, high-tech environment with Chromebooks, science labs, student learning and sense of belonging are paramount outcomes. The addition of our DaVinci Academy of Arts and Sciences STEM program has enhanced our school and provided even more opportunity and choice.

Additionally, we offer many programs specifically designed for our school and community. On site, we host various local and county programs, an AB 1802 counselor, AVID classes, Makerspace (STEM), tutoring for all grade levels, Art, Band, a variety of clubs, community service opportunities, California Junior Scholastic Federation, and educational field trips.

Our facilities also offer our students and community many different outlets for creativity and growth. They have full use of Chromebooks and mobile devices, a gymnasium, multipurpose room, soccer and football fields, and basketball courts. We pride ourselves on our ability to serve the needs of our students, staff, and community.

The Maywood/DaVinci Vision:

Treat kids as our own. Inspire a love of learning. Prepare them for life.

Mission:

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

Types of Services Funded

Maywood/DaVinci currently provides students with a variety of services. We maintain Sheltered English Immersion classes for our ELPAC 1 students, special day classes, RSP classes, college awareness through AVID, art, Band, English and math tutorials, targeted tutoring, math enrichment classes, and iReady for both reading and math.

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 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
Grade 6	116
Grade 7	160
Grade 8	193
Total Enrollment	469

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	2.1
Asian	0.9
Filipino	0.9
Hispanic or Latino	65.2
Native Hawaiian or Pacific Islander	0.2
White	29
Two or More Races	0.4
Socioeconomically Disadvantaged	80
English Learners	32.6
Students with Disabilities	13.2
Foster Youth	0.9
Homeless	1.7

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 for Maywood Middle	17-18	18-19	19-20
With Full Credential	24	24	20
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Corning Union	17-18	18-19	19-20
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Maywood Middle School / DaVinci Academy

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: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync, (2017) 6-8; all students have access to books in good repair and online curriculum. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	CPM (2013) 6-8; all students have access to books in good repair and online curriculum **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	McDougal Littell (2007) 6-8; all students have access to books in good repair. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Glencoe California Series (2006); all students have access to books in good repair. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	TeenTalk **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)

The campus is designed to facilitate teaching and learning in a variety of ways. All classrooms spaces meet, at least, the minimums required by California law, are clean, and are equipped with adequate light, heat, technology, storage, etc. In addition, each classroom has space for a teacher desk and work area and contains storage. The school also offers teachers and students a library, Chromebooks, a student support services room, and a band room. Maywood/DaVinci also houses a district psychologist, district counselor, and district technology staff.

In addition to the academic buildings, we provide access to athletic fields, basketball courts, an outside food court, a large multiple court gymnasium, and a cafeteria building.

Our facilities are built and maintained for the purpose of serving students academically, physically, and socially. This school has a total of 31 classrooms, a technology room, two Makerspace labs, a band room, a gymnasium, multi-purpose building, a library/resource room, and an administration building. The main campus was built in 1973. In the spring of 2017 most portable classrooms were removed. Fifteen new classrooms were constructed and went into service in August 2017.

The District takes great efforts 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 in a timely manner. The Maintenance and Operations Department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools. The school site is reported in good repair as of the November 2019 walk through verification.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November, 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	Fair	One row of lights in boys' locker room will not shut off.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	39	28	32	50	50
Math	24	27	23	26	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
7	16.8	21.1	24.2

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.

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	461	453	98.26	38.85
Male	244	239	97.95	31.80
Female	217	214	98.62	46.73
Black or African American	--	--	--	--
American Indian or Alaska Native	11	10	90.91	10.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	303	297	98.02	38.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	131	130	99.24	42.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	369	363	98.37	35.26
English Learners	207	203	98.07	27.59
Students with Disabilities	57	55	96.49	5.45
Foster Youth	--	--	--	--
Homeless	21	19	90.48	9.52

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	460	454	98.70	26.87
Male	244	241	98.77	26.14
Female	216	213	98.61	27.70
Black or African American	--	--	--	--
American Indian or Alaska Native	11	10	90.91	20.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	303	300	99.01	25.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	130	128	98.46	29.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	368	364	98.91	22.53
English Learners	207	206	99.52	18.45
Students with Disabilities	57	54	94.74	1.85
Foster Youth	--	--	--	--
Homeless	21	20	95.24	4.76

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 are encouraged to participate in the school site council, the English Learner Advisor Committee, volunteering in classes, providing supervision on field trips and special events, and participating in specially designed family participation events such as Bring Your Parents to Lunch Day, CJSF community service projects, college and career events, multicultural fair, etc. Parents are given opportunities to serve as members of School Site Council and School Safety Committee. At Maywood/DaVinci, the staff believes that supportive families provide students with motivation and resources needed to be successful.

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 school safety plan for Maywood/DaVinci is on file at the District Office, at the Corning Police Department, and in our school office. This plan identifies the appropriate strategies and programs to provide and maintain a high level of school safety. The plan addresses, in detail, the following items: current status of school crime, child abuse reporting procedures, disaster procedures, school discipline, suspension and expulsion procedures, teacher notification of suspensions and/or expulsion, sexual harassment policies, dress codes, and general school safety. The school safety plan was last reviewed, discussed, and updated in March of 2018.

Additionally, all students were provided copies of the disciplinary matrix, including reasons for suspensions and expulsions. The matrix details consequences for similar infractions of the education Code and consequences for dissimilar infractions of the Education Code and school rules.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.6	7.8	5.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.2	4.2	5.8
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*	.50

*   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)	.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	
Other	.6

*   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 (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	22	14	15	3	21	12	18		15	21	12	
Mathematics	17	12	5	1	25	4	16	1	17	14	13	1
Science	28	2	7	2	28	1	9	2	27	1	10	2
Social Science	30	1	4	5	27	2	10		26	4	8	1

*   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.

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	4

For the 2019-2020 school year, the district will provide four professional development days with three being pre-service, professional development days prior to the school year and one during the year. In years where there are multiple new or new to site teachers, the district provides an additional day for orientation for new staff. A district writing cadre has been formed to improve writing. Seven Maywood/DaVinci teachers are taking part in the cadre. Each Monday, staff also engages in collaborative activities in a PLC format. For 2019-2020 the district is collaborating with a team of math instructors from UCLA Curtiss Center to improve math instruction using CPM curriculum. All math, ELD, and English/language arts teachers are also given priority when applying for professional development opportunities. Additionally, staff receives support from district employed or contracted instructional coaches.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,189	$49,378
Mid-Range Teacher Salary	$61,447	$77,190
Highest Teacher Salary	$91,365	$96,607
Average Principal Salary (ES)	$106,830	$122,074
Average Principal Salary (MS)	$114,348	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$156,332	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
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	$12,119	$2,684	$9,435	$70,947
District	N/A	N/A	$8,394	$66,266
State	N/A	N/A	$7,507	$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.7	6.8
School Site/ State	22.8	-9.0

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.