

# Mercey Springs Elementary

## 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	Mercey Springs Elementary
Street	1900 S. Mercey Springs Rd.
City, State, Zip	Los Banos, CA 93635
Phone Number	(209) 827-0302
Principal	Mr. Eric Sowersby
Email Address	esowersby@losbanosusd.k12.ca.us
Website	<a href="http://www.losbanosusd.k12.ca.us/MSES/">http://www.losbanosusd.k12.ca.us/MSES/</a>
County-District-School (CDS) Code	24-65755-0127597

Entity	Contact Information
<b>District Name</b>	Los Banos Unified School District
<b>Phone Number</b>	(209) 826-3801
<b>Superintendent</b>	Dr. Mark Marshall
<b>Email Address</b>	mmarshall@losbanosusd.k12.ca.us
<b>Website</b>	www.losbanosusd.k12.ca.us

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

Mercey Springs Elementary was named after "John N. Merci." Merci, (spelled M-e-r-c-i), was a Frenchman who changed his name to Mercy, (spelled M-e-r-c-y), in order to be more American, according to historical accounts. The springs were eventually sold to a San Francisco-based real estate developer named Fredrick Bourn in 1912. After obtaining the hot springs, Bourn faced a difficult challenge. John Mercy held the rights to the name "Mercy Hot Springs." As a result, the spelling changed a third and final time to Mercey Hot Springs, (spelled M-e-r-c-e-y). Water from the hot springs was eventually bottled under that label.

Mercey Springs occupies ten acres. There is one Administrative building, one cafeteria, one library, thirty classrooms, one resource room, one speech room, and one reading intervention room. Our school motto is, "Mustangs Succeed Everyday!"

Our school Vision is "To send forth students with the skills to be life-long learners who respect the value and diversity of all!"

Our school Mission is "To educate, inspire and empower!"

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

Grade Level	Number of Students
<b>Kindergarten</b>	104
<b>Grade 1</b>	106
<b>Grade 2</b>	116
<b>Grade 3</b>	121
<b>Grade 4</b>	98
<b>Grade 5</b>	117
<b>Grade 6</b>	130
<b>Total Enrollment</b>	792

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	0.3
Hispanic or Latino	85.6
Native Hawaiian or Pacific Islander	1.1
White	10.1
Two or More Races	0.6
Socioeconomically Disadvantaged	82.7
English Learners	30.6
Students with Disabilities	10.2
Foster Youth	0.6
Homeless	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	29	30	447
Without Full Credential	3	2	3	48
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/12/19

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELA - Houghton Mifflin Reading: Medallion Ed, 2010 (K-6) - 06/2010 ELD - Houghton Mifflin Reading: Medallion Ed English Language Development, 2010, (K-6) - 06/2010 HMH Journeys K-6 (Digital), 2014, 6/2013	Yes	0
<b>Mathematics</b>	Macmillan /McGraw Hill, CA Mathematics, CA Ed 2007 (K-6) - 12/2008 Houthon Mifflin Harcourt, Go Math National, 2012 (K-1) - 6/2013 (Digital) 2012, K-6, 6/2013	Yes	0
<b>Science</b>	Macmillan/MGraw Hill, California Science 2008 (K-6) - 5/2007 HMH Science Fusion 2012, K-5, 2012, 6/2013 HMH Science Fusion 2012, Mod E 6th gr, 6/2013	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman, History Social Science for California, 2006 (K-5) - 05/2006 Holt, Rinehart & Winston, Ancient Civilization 2006 (6th gr) - 5/2006 HMH Social Studies 2012, 6/2013	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities at Mercey Springs Elementary are two to six years old. The first edition of the school is 6 years old and the expansion is now two years old. The most recent site inspection took place in July 2019. The schools overall rating was exemplary. All buildings and restrooms are in good working order. Classrooms and restrooms are cleaned daily. Our District has a work order process in place that ensures efficient service and that repairs are completed in a timely manner.

### 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:** 7/9/19

System Inspected	Rating	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	
<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>Exemplary</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 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)	35	39	38	39	50	50
Mathematics (grades 3-8 and 11)	18	28	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 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	458	434	94.76	5.24	38.94
Male	217	207	95.39	4.61	34.30
Female	241	227	94.19	5.81	43.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	404	385	95.30	4.70	38.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	39	35	89.74	10.26	42.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	383	361	94.26	5.74	37.12
English Learners	215	202	93.95	6.05	29.70
Students with Disabilities	60	49	81.67	18.33	18.37
Students Receiving Migrant Education Services	14	12	85.71	14.29	25.00
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	457	433	94.75	5.25	27.71
Male	217	207	95.39	4.61	28.02
Female	240	226	94.17	5.83	27.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	403	384	95.29	4.71	26.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	39	35	89.74	10.26	45.71
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	382	360	94.24	5.76	27.22
English Learners	215	202	93.95	6.05	23.76
Students with Disabilities	60	48	80.00	20.00	14.58
Students Receiving Migrant Education Services	14	12	85.71	14.29	16.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	25.0		

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 is strongly encouraged at Mercey Springs Elementary. Parents are an important part of the team and are invited to visit and volunteer in classrooms. In addition, parents can participate in school activities, serve in clubs, serve on committees, and participate in parenting classes/workshops. Working cooperatively is the key to student success. Through School Site Council, ELAC and Parent Club, parents take an active role in the academic success of our students. Back to School Night in the fall and Open House in the spring are wonderful opportunities to visit your child's classroom.

Parents also have opportunities for further their own education at school. Every year Mercey Springs Elementary offers a class called "Parenting Partners." This class is offered to all in English and Spanish.

It is essential that parents attend Parent Teacher Conferences which are held at the end of the first trimester each year. Parents are encouraged and welcome to attend our End of Trimester Awards Assemblies, which are held 3 times per year. If you would like more information on how to become involved in any of these activities or programs, you may call our principal, Eric Sowersby, or assistant principal, Mirna Carter, at 209-827-0302.

### 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
<b>Suspensions</b>	2.7	6.5	5.8	5.8	5.7	6.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Mercey Springs Elementary is committed to providing students with a safe learning environment. A School Safety Committee will be developed to meets on a yearly basis to review safety issues and recommend improvements. Another way we obtain parent input on school safety is through ELAC, SSC, the community, and the California Healthy Kids Survey which is given every two years.

Our school campus is maintained by four custodians, as well as District grounds and maintenance crews. The school is inspected on an ongoing basis for safety hazards and repairs are made as required.

The students and staff participate in maintaining a clean and safe environment by putting litter in its place and keeping the classrooms neat and hazard free. In addition, fire and disaster drills are held regularly. Mercey Springs Elementary has a School Disaster Plan which is included in our District Safety Plan. The assistant principal, Mrs. Mirna Carter, is in charge of the school safety binder.

## 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	30		2		28		4		26		4	
1	31		2		30		4		27		4	
2	26		2		28		4		29		4	
3	29		2		25		4		30		4	
4	33		1	1	29		4		25		4	
5	32		2		32		2	2	29		4	
6	31		2		25		4		33		2	2
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	2.0

\*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.

### 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	7,407	891	6,516	78,550

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	9,524	70,071
Percent Difference - School Site and District	N/A	N/A	-37.5	11.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-14.1	-4.3

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.

### Types of Services Funded (Fiscal Year 2018-19)

In an effort to help all students gain academic success, Mercey Springs Elementary offers a few programs and supplemental services which are funded through categorical programs. We have two full time Intervention Support Instructor that provides reading intervention to identified students in 1st, 2nd, 3rd, and 4th grade.

We also before and after school intervention in Math and English Language Arts. This is done in the fall and the spring.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$51,374
Mid-Range Teacher Salary	\$	\$80,151
Highest Teacher Salary	\$	\$100,143
Average Principal Salary (Elementary)	\$	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$	\$143,746
Superintendent Salary	\$	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	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	3	3	2

At Mercey Springs Elementary, every certificated staff member is involved in professional development. Our site support staff and administration plan training's throughout the year to assist teachers in strategies pertaining to reading, writing and math. Our site and the district has entered into Math Solutions Coaching. Throughout the year, there are three professional development days that teachers will receive additional strategies on how to better teach their students in math. We are also provided training in Kagan for those teachers that did not get Kagan. Certificated staff members participate in weekly grade level collaboration meetings in which teachers share instructional strategies and look at student data. Eight PLC or professional learning community meetings are held throughout the year to review benchmark data in ELA and math as well as to offer staff development in teaching methodologies. This is a commitment to our children to provide the best trained teachers for their academic success.