

# Midland Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Midland Elementary School
<b>Street</b>	13910 Midland Rd.
<b>City, State, Zip</b>	Poway, CA 92064-4024
<b>Phone Number</b>	858-748-0047
<b>Principal</b>	Sidia Martinez
<b>E-mail Address</b>	simartinez@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/mies">http://www.powayusd.com/mies</a>
<b>CDS Code</b>	37682966038996

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>E-mail Address</b>	dojohnson@powayusd.com
<b>Web Site</b>	www.powayusd.com

### **School Description and Mission Statement (School Year 2017-18)**

At Midland Elementary School, a No Excuses University, we believe it is our moral imperative to prepare our students to become productive members of our global society. The vision of college and career readiness has become a living, breathing facet of all that we believe for children, and plays a significant role in our school culture. College and career readiness is the belief that we must prepare all students to have a full range of post-secondary education and training options available to them after high school. The skill set for a successful future mirrors the skill set required to gain entrance into college; and at the Elementary School level, this vision translates to working toward ensuring that each student meets and/or exceeds proficiency of grade level standards. Some of the college and career readiness activities at this No Excuses University include, but are not limited to: wearing college clothing every Friday to set the tone for a great week of academic learning; adopting a four-year college or university in every classroom on campus; building our "College Knowledge" together as we share interesting and fun facts about the colleges we've adopted on our campus; and performing our college cheers at our Rattlers Rocks! assemblies.

Midland Elementary School, home of the Rattlers, is the oldest school in the Poway Unified School District and was established in 1925. We moved into a new facility in March, 2006. We serve approximately 630 kindergarten through fifth grade students from the east side of the Poway Unified School District, which is located in northern San Diego County. In 2010, Midland Elementary was recognized as a California Distinguished School for the fourth time. One of the most notable features of our application is the attention we devote to each student through SMART Goal data analysis, and the intensive array of targeted interventions which we implement when a child is struggling to learn. These targeted interventions include, but are not limited to: IMPACT teachers pulling small groups of students to provide targeted support based on formative assessment data; EL support groups; daily targeted instruction for Beginning and Early Intermediate English Learners; OASIS volunteers; cross-age tutors; counseling; and after school academic programs. In April 2011, Midland was proud to become the 100th school in the Nation to be welcomed into the No Excuses University (NEU) Network. The NEU Network is an organization made up of over 150 schools in 22 states serving over 70,000 students, most of whom live at or below the poverty line, whose passion is to promote college readiness to all students and in doing so change the cycle of poverty for generations to come.

Our student population is composed of children from richly diverse cultural, ethnic, linguistic, religious, and socioeconomic backgrounds. Approximately 40% of our students qualify for free/reduced meals, and Title I support. Our racial/ethnic student population breaks down in the following way: 3% African-American, 7% Asian, 4% Filipino, 32% Hispanic, 50% Caucasian, and 3% other. English Learners (ELs) comprise roughly 35% of our student population. There are more than 20 different languages represented on our campus, with Spanish being the most predominant behind English. Our Spanish speaking population has risen steadily over the past few years, and our EL population has more than doubled since 2005. We have made accommodations and modifications in our teaching in order to provide instruction that aligns with our EL students' unique needs, and we have bridged our home-school communication with our Spanish-speaking families through the addition of a bilingual parent liaison.

Parents and community members volunteer in classrooms and throughout the school on a daily basis. Parent representatives are involved in goal and budget development through our School Site Council. We are fortunate to have two very active and supportive parent organizations at Midland - our PTA and the Midland Educational Foundation (MEF) - both of whom offer many opportunities for parents to become involved in fundraising events to support school programs. At Midland we offer a variety of options to assist parents in cultivating a strong home-school partnership. These options include, but are not limited to: before and after school child care; on-site parenting classes; monthly newsletters; family-fun events, and numerous Family Nights centered on academics, cultural diversity, and building community.

Academic achievement for each one of our students is central to Midland’s vision of all students learning. Assessment scores demonstrate that we have made excellent progress toward our vision. The majority of Midland students demonstrated proficiency on the California State Standards in both Math and English/Language Arts. Moving forward in the new federal and state standards and blended learning environments, our emphasis will be focused on helping students know their strengths, interests, and passions - to continue to move students toward a promising future. We believe our vision will be achieved through a strong implementation of the California State Standards and targeted instruction that engages all students in relevant and meaningful learning experiences that develop habits of mind that will ensure future success for all students.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	118
Grade 1	104
Grade 2	91
Grade 3	101
Grade 4	109
Grade 5	106
<b>Total Enrollment</b>	<b>629</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.4
American Indian or Alaska Native	0
Asian	6.4
Filipino	3.8
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	0.6
White	47.5
Two or More Races	6.5
Socioeconomically Disadvantaged	36.2
English Learners	21.9
Students with Disabilities	10
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	27	26	26	1590
<b>Without Full Credential</b>	0	0	0	3
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2017-18)

Year and month in which data were collected: 6/29/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are approved for use by the State and the Poway Unified Board of Education.	Yes	0

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

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

### 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/27/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			The heating hot water loop that supplies heat to all classroom spaces has a significant leak underground that has not been located.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/27/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground areas are good. Soccer fields have areas of dead grass and uneven surface.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/27/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	70	73	75	74	48	48
Mathematics (grades 3-8 and 11)	64	65	67	66	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	308	97.47	72.96
Male	152	149	98.03	70.27
Female	164	159	96.95	75.47
Black or African American	--	--	--	--
Asian	25	23	92	91.3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	11	11	100	72.73
Hispanic or Latino	101	98	97.03	60.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	141	97.92	77.3
Two or More Races	22	22	100	81.82
Socioeconomically Disadvantaged	119	117	98.32	60.68
English Learners	75	73	97.33	61.64
Students with Disabilities	41	38	92.68	31.58

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	309	97.78	65.05
Male	152	149	98.03	70.47
Female	164	160	97.56	60
Black or African American	--	--	--	--
Asian	25	23	92	95.65
Filipino	11	11	100	72.73
Hispanic or Latino	101	98	97.03	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	142	98.61	71.13
Two or More Races	22	22	100	68.18
Socioeconomically Disadvantaged	119	117	98.32	46.15
English Learners	75	73	97.33	49.32
Students with Disabilities	41	38	92.68	34.21

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	59	64	83	83	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1	26.9	39.8

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.

**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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Midland recognizes the importance of the partnership between home and school and remains committed to supporting our Parents As Partners Core Values. The parent community of Midland is very supportive in assisting us with meeting the needs of each student. Parents have been included in the improvement process and serve in an advisory capacity on several committees, including but not limited to our: School Site Council, English Learner Advisory Committee, Midland Fitness Club, PTA, and the Midland Educational Foundation. In addition, our parents serve as Midland representatives on the PUSD District English Learner Advisory Committee, and the PUSD District Advisory Committee. Parent volunteers provide student support at school through: Volunteer Workroom, Arts Attack!, Book Fairs, Midland Fitness Club, APEX Fun Run, Read-a-Thon, Book Fair, Jump Rope for Heart, Red Ribbon Week, and classroom support.



## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.6	0.9	1.9	1.1	1.1	1.3	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Midland places strong emphasis on the safety of all students and staff. The campus is exceptionally secure during school hours. Visitors to the school must enter through the main office, sign in through a computer system that monitors all guests' whereabouts, and wear a badge/sticker if they wish to enter our campus. Security chimes have been added to the office and Extended Student Services (ESS) buildings. Disaster Weeks are planned twice yearly, where a different drill is conducted each day of the week so that every staff member and student is aware of the procedures for each situation. In one week, students consecutively practice drills for fire, earthquake, lock-down, and disaster. The School Safety Plan is reviewed and updated regularly, and annual training procedures and drills for earthquakes, fire, and bus evacuation are held. Maintenance staff work with a scheduled preventive program to offset costly repairs. Extended Student Services is available to students for before and after school childcare. We have established a classroom on campus named the Student Center, staffed with adults to support the social and/or emotional needs of students and to provide students more options to develop their own ability to manage feelings. A full time counselor and part time student services assistant provided lessons on social and peer skills through individual or small group support, and offered supervised alternative activities during recess and lunchtimes.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2012-2013	2012-2013
<b>Year in Program Improvement*</b>	Year 2	Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		24		6		24		5	
1	26		4		25		3		23	1	3	
2	27		4		21	1	4		26		4	
3	27		4		20	1	4		25		4	
4	33		1	2	32		3		31		3	
5	34			3	30		4		31		4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other		N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site			0	\$75,770.78
District	N/A	N/A	9,366	\$80,316
Percent Difference: School Site and District	N/A	N/A	-100.0	-5.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-100.0	-4.4

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

**Types of Services Funded (Fiscal Year 2016-17)**

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,808
Mid-Range Teacher Salary	\$83,106	\$73,555
Highest Teacher Salary	\$101,917	\$95,850
Average Principal Salary (Elementary)	\$130,715	\$120,448
Average Principal Salary (Middle)	\$139,680	\$125,592
Average Principal Salary (High)	\$147,900	\$138,175
Superintendent Salary	\$317,385	\$264,457
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Research supports the unquestionable effects professional learning has on building teacher capacity, which results in positively impacting student learning. All teaching staff are afforded the opportunity to participate in district and site sponsored professional development. Workshops within the Teaching and Learning Cooperative are presented in a semester or year-long series and support a wide variety of professional development in alignment and support of California State Standards. These include the use of effective instructional strategies, implementing the use of technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and are recognized by the Poway Unified School District when they earn NBCT status.