



Marengo Elementary School

1400 Marengo Avenue • South Pasadena, CA 91030 • 626-441-5850 • Grades K-5

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<http://marengo.spusd.net/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year

South Pasadena Unified School District

1020 El Centro Street
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District Governing Board

Dr. Suzie Abajian
Elisabeth Eilers
Julie Giulioni
Dr. Michele Kipke
Jon Primuth

District Administration

Dr. Geoff Yantz
Superintendent
David Lubs
**Assistant Superintendent of
Business Services**
Karen Reed
**Assistant Superintendent of
Human Resources**
Christiane Gervais
**Assistant Superintendent of
Instructional Services**

School Description

Marengo Elementary School is located in the city of South Pasadena and serves 753 students from Kindergarten through Fifth Grade. It is one of three elementary schools within the South Pasadena Unified School District and operates on a traditional school calendar system. Marengo Elementary School earned the recognition as a California Distinguished School during the 2009-2010 school year.

Marengo Elementary School supports a vision of itself as a professional learning community in which all of its members (administrators, teachers, and families) are committed to ensuring that learning takes place for all students. This vision includes both the development of our students as self-directed, life-long learners who are becoming resourceful and productive citizens and the professional growth of teaching and administrative staff using analysis of learning results (data) and reflection on teaching practices to achieve learning for all. The Marengo community strives to provide a safe, creative environment with respect for students of diverse backgrounds and learning styles, and it encourages risk-taking and the use of higher level thinking skills to increase academic achievement.

In order to fulfill our commitment to this vision, the staff works as a team to provide student-centered learning, using developmentally appropriate curriculum and instructional strategies. Providing a rigorous, standards-based curriculum integrating language arts, math, social studies, science, arts and physical education, teachers and administrators utilize data from a broad range of assessments to measure and ensure learning in all students and to inform our educational planning and decision-making.

Recognizing the essential role families and community play in the education of our students, all teachers, administrators and staff promote a positive home/school connection.

Marengo Tenets

1. We believe equal access enhances quality education.
2. We believe that a safe environment ensures optimal learning.
3. We believe that embracing diversity and social justice leads to acceptance and tolerance.
4. We share a commitment to learning and value it as a life-long practice.
5. We believe that effective communication among all members of our community promotes common understanding.
6. We value the physical, intellectual, social, and emotional capacities of all learners thus encouraging every student to realize his/her full potential.
7. We embrace critical thinking and self-reflection as tools for building our learning community.
8. We believe that all people must take responsibility for their own actions.

Marengo Vision Statement

Marengo Elementary School will commit to support self-directed, life-long learners as they grow into resourceful and productive citizens. We will provide a safe, creative environment with respect for students of diverse backgrounds and learning styles. We will encourage risk taking and the use of higher level thinking skills to increase academic achievement.

In order to fulfill this commitment, the staff will work as a team to provide student-centered learning using developmentally appropriate curriculum and instructional strategies. We will provide a rigorous, standards-based curriculum, which will integrate language arts/reading, math, social studies, science, the arts, and physical education. We will use a broad range of assessments to measure and ensure the growth of all students. We will provide time for professional development and reflection to aid staff in continuing to provide a quality educational program. We recognize the important role families and community play in the education of our students and therefore we will continue to promote a positive home/school connection.

Patricia Cheadle, Principal

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 <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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	104
Grade 2	155
Grade 3	120
Grade 4	122
Grade 5	156
Total Enrollment	753

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	34.3
Filipino	2.1
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	0.3
White	30.4
Two or More Races	10
Socioeconomically Disadvantaged	14.3
English Learners	14.6
Students with Disabilities	6
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Marengo Elementary School	14-15	15-16	16-17
With Full Credential	31	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
South Pasadena Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	206.4
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Marengo Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: September 13, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Reading Houghton-Mifflin 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions Houghton-Mifflin 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science Macmillan-McGraw Hill 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Studies, Social Studies Houghton-Mifflin 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Marengo PTA continues to reserve funds in their continued effort to provide shade on the playground. The front of the school was re-landscaped with drought-tolerant plantings.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices. The principal works daily with two full time and two part time custodians to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication 100% of Marengo Elementary's restrooms were in good working order.

The South Pasadena Unified School District contributed \$200,000 to the State School Deferred Maintenance Program for the 2015-2016 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/23/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Bldg.E(Rm7-10): 11) Paint peeling at fascia south west corner

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/23/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs		X			Bldg.A(Auditorium,Kitchen,RR,Rm15): 13) Roofing shingles deteriorating Bldg.B(Admin,RR,Custodial Rm,Rm16,17): 13) Roofing shingles deteriorating Bldg.C(Rm18,19,RR): 13) Roofing shingles deteriorating
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Bldg.N(Extended Day): 14) Rubberized playground surfacing cracking & pitting - portions replaced spring 2015
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87	96	88	87	88	87	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.9	34	47.2

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	80	82	77	80	44	48
Math	81	80	75	78	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	161	157	97.5	87.9
Male	88	86	97.7	88.4
Female	73	71	97.3	87.3
Asian	57	55	96.5	85.5
Hispanic or Latino	27	27	100.0	77.8
White	55	54	98.2	94.4
Two or More Races	17	16	94.1	93.8
Socioeconomically Disadvantaged	33	32	97.0	78.1
English Learners	13	11	84.6	45.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	127	116	91.3	81.9
	4	123	119	96.8	76.5
	5	161	154	95.7	85.6
Male	3	65	60	92.3	78.3
	4	55	53	96.4	67.9
	5	88	84	95.5	85.5
Female	3	62	56	90.3	85.7
	4	68	66	97.1	83.3
	5	73	70	95.9	85.7
Asian	3	46	39	84.8	84.6
	4	46	43	93.5	90.7
	5	57	53	93.0	86.8
Hispanic or Latino	3	30	30	100.0	70.0
	4	29	28	96.5	60.7
	5	27	27	100.0	53.9
White	3	37	36	97.3	86.1
	4	39	39	100.0	76.9
	5	55	53	96.4	96.2
Two or More Races	5	17	16	94.1	100.0
Socioeconomically Disadvantaged	3	11	11	100.0	45.5
	4	23	22	95.7	54.5
	5	33	30	90.9	70.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	12	9	75.0	44.4
	4	12	10	83.3	60.0
	5	13	8	61.5	50.0
Students with Disabilities	4	13	13	100.0	38.5

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	127	117	92.1	82.9
	4	123	121	98.4	75.2
	5	161	157	97.5	81.5
Male	3	65	61	93.8	83.6
	4	55	54	98.2	74.1
	5	88	86	97.7	81.4
Female	3	62	56	90.3	82.1
	4	68	67	98.5	76.1
	5	73	71	97.3	81.7
Asian	3	46	42	91.3	88.1
	4	46	45	97.8	91.1
	5	57	55	96.5	80.0
Hispanic or Latino	3	30	30	100.0	66.7
	4	29	28	96.5	64.3
	5	27	27	100.0	63.0
White	3	37	34	91.9	88.2
	4	39	39	100.0	69.2
	5	55	54	98.2	87.0
Two or More Races	5	17	16	94.1	100.0
Socioeconomically Disadvantaged	3	11	11	100.0	72.7
	4	23	23	100.0	56.5
	5	33	32	97.0	65.6

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	12	10	83.3	70.0
	4	12	12	100.0	58.3
	5	13	11	84.6	54.5
Students with Disabilities	4	13	13	100.0	38.5

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Marengo benefits from an outstanding Parent Teacher Association. More than 50,000 volunteer hours are logged annually, and the PTA provides \$130,000 annually to support Marengo instructional programs, classroom equipment and instructional supplies, as well as field trips. More than 600 parents and staff have joined the PTA, and many regularly attend monthly PTA meetings. Marengo parents and teachers participate in parent-teacher conference days (in December and March), Back-to-School Night, Open House, and School Site Council. Parents are also active in planning many social and academic events, such as a Jog-a-thon, a Celebrate the Arts Day, Super Scientist Night, a Talent Show, and a Read-a-Thon.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern at Marengo Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills and lock down or lock out drills are conducted on a monthly basis throughout the school year and earthquake drills are held twice a year. Monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, obtain a visitor’s pass, and sign out upon leaving the campus.

In 2016, the Comprehensive Safety Plan was updated by the school administration and School Site Council in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Marengo Elementary reviews the plan annually and updates it as needed. The most recent copy of the plan (October 2016) is available to the public at the school office.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.1	0.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.0	1.1	1.8
Expulsions Rate	0.0	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		40.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.70
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.62
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.33
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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 (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	24	24				6	4	4			
1	24	24	23				5	6	4			
2	24	24	23				5	5	7			
3	24	24	24				6	5	5			
4	26	29	28				5	5	4			
5	28	28	28				4	5	6			

Professional Development provided for Teachers

Annually, four staff development days are scheduled into the school year to address both site and district level needs. These professional development days are aligned with the Board of Education's annual goals and Strategic Plan. The Marengo staff, along with the other two elementary school staffs, participate. Some topics that have been addressed include evaluation of student writing, homework issues, examination of multiple measures data, differentiated learning strategies, Thinking Maps, Understanding by Design, Project-Based Learning (PBL) and Common Core State Standards.

Staff development is delivered at monthly faculty meetings, during grade level release time and through attendance at various conferences. All teachers at every grade level participated in Cognitively Guided Instruction (CGI) training provided by the UCLA math institute.

Teachers are supported through their Path I (feedback after formal observations) and Path II (plan to address teacher standards agreed upon by teacher and principal) plans. Additionally, grade level meetings at the school site and district-wide, data analysis meetings and peer planning meetings allow for

teachers to learn from their peers. Finally, our Technology Integration Coach works individually and with small groups of teachers on professional development and instructional technology in the classroom.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,101	\$42,063
Mid-Range Teacher Salary	\$75,793	\$64,823
Highest Teacher Salary	\$95,733	\$84,821
Average Principal Salary (ES)	\$113,527	\$101,849
Average Principal Salary (MS)	\$116,122	\$107,678
Average Principal Salary (HS)	\$131,852	\$115,589
Superintendent Salary	\$225,000	\$169,152
Percent of District Budget		
Teacher Salaries	41%	35%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

South Pasadena Unified received Base and Supplemental Funds as part of the Local Control Funding Formula (LCFF) to support our instructional program. In addition, SPUSD received state and federal categorical funding for the following support programs:

Title I, Part A (at South Pasadena Middle School and South Pasadena High School only)

Title II, Part A

Title III, Part A LEP and Immigrant

Special Education

Lottery Funds for Instructional Materials

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,689	\$2,412	\$7,276	\$76,135
District	♦	♦	\$7,634	\$77,330
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-4.7	-1.5
Percent Difference: School Site/ State			28.2	13.0

* Cells with ♦ do not require data.