

California Department of Education

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.



Manolo Garcia, Principal

Principal, Edwin Markham Elementary

About Our School

On behalf of the staff and families of Edwin Markham Elementary School it is an honor to share some of the distinct ways in which our school stands out above the rest. We are proud of the progress we continue to make each school year to meet the social, emotional, and academic needs of every child. Our pursuit of academic excellence for every child is evident in the steady annual growth of our Academic Performance Index (API) and other academic measures. Our goal of continuous improvement could not be possible without the efforts of our entire school community; staff, families, and the greater Vacaville community.

Our staff in both our Raising the Educational Achievement of Career and College-bound Children (REACCCh) and Spanish-English Peer Immersion and Cultural Education (SPICE) programs are dedicated to providing a rigorous educational program through Great Initial First Teaching (GIFT) of our California Content Standards. Our school also offers the most outstanding dual language program in the region and the only one in the Vacaville Unified School District. Additionally, we are continuing our commitment to the enrichment of students' education that are at grade level or above as well as intervention for students that are not meeting grade level standards. This commitment ensures that whatever your child's needs may be we will support them. Along with the academics we are fortunate to be able to provide programs services that assist students with their social and emotional development such as student leadership opportunities, school-wide positive behavior reinforcement, motivational assemblies, and on-site counseling services.

Our positive school climate is not only the result of our world class staff's efforts but due in great part to our tremendous parent involvement. Literacy is of paramount importance and volunteers open our Accelerated Reader lab every day prior to school starting so that students can reach their reading goals. The Parent-Teacher Organization (PTO) supports the program through the purchase of incentives such as free books and a bowling/laser tag field trip at the end of the school year for students that reach a specific reading goal. Parents also "run" our Fit Kids program every morning to allow students to earn incentives for reaching walking/jogging/running goals. These are just a few of the numerous ways in which our wonderful parents support the goals and enrich the climate of our school. It is also important to note that our Novel Knowledge Team has won the district Novel Knowledge Competition multiple years and we look forward to the opportunity for our school to add another title each year.

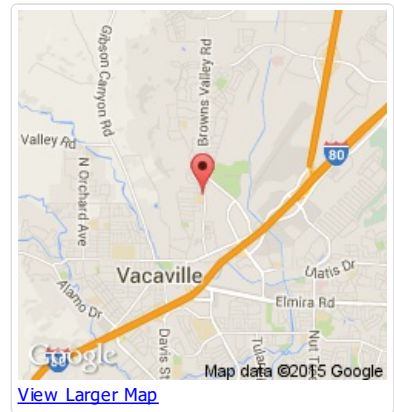
I would like to thank the entire Markham community for their continuous efforts to make our school one of the best. If you are a soon-to-be Markham Timberwolf we believe you will love being a part of the terrific school that is Edwin Markham Elementary...Go Timberwolves!

Sincerely,

Manolo C. Garcia, Principal

101 Markham Ave.
Vacaville, CA
95688-2312

Phone: 707-453-6230
E-mail: mgarcia@vacavilleusd.org



Contact Information - Most Recent Year

School	
School Name	Edwin Markham Elementary
Street	101 Markham Ave.
City, State, Zip	Vacaville, Ca, 95688-2312
Phone Number	707-453-6230
Principal	Manolo Garcia, Principal
E-mail Address	mgarcia@vacavilleusd.org
Web Site	markham.schoolloop.com
County-District-School (CDS) Code	48705736051296

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/23/2015

School Description and Mission Statement (Most Recent Year)

Markham Elementary School is located at 101 Markham Avenue in Vacaville, California. It is located in central Vacaville in an economically disadvantaged area and serves 822 students. In order to meet the needs of the district's population and provide educational choices to parents/guardians, the school offers two different educational program options.

These include the regular education program, Raising Educational Achievement of Career and College-bound Children (REACCCh), and the Spanish/English Peer Immersion and Cultural Education (SPICE) Program.

The REACCCh program is a traditional education program that follows District and State frameworks for its instructional scope and sequence. Students in Team REACCCh, as in the other program, participate in school-wide enrichment programs that include student council, band and the GATE (Gifted and Talented Education) program.

The SPICE program, which began in 1992, has been in existence the longest of any dual language education program in all of Solano County serving grades K-6. In this alternative voluntary program both English and Spanish speaking children are immersed in Spanish 85% of their day at the K-2 level, 50% in grades 4-6. This program is offered as an opportunity for English speakers to acquire a second language while supporting Spanish speakers as they learn the curriculum and English while developing their Spanish literacy.

The school staff includes:

- 31 classroom teachers
- 2 (1.0 and 0.5 FTE) Resource Specialists
- 2 (0.65 FTE) Intervention Teachers
- 1 (0.5 FTE) Intervention Teacher
- 1 Intervention Teacher/Instructional Coach

- 1 Instructional Coach/Program Improvement Coordinator

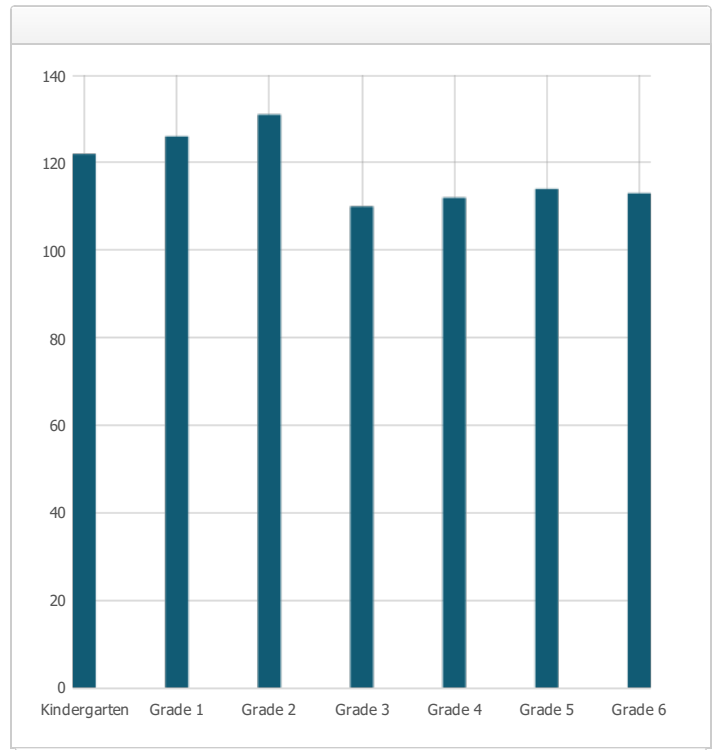
- 1 Part-time (0.5) Assistant Principal

- 1 Principal

Approximately 32 support staff including paraprofessionals, office staff, cafeteria, noon supervisors and custodial staff members. The school has an enrollment of approximately 822 students enrolled in kindergarten through sixth grade; 76% of the student body qualifies for free lunch and 54% of students are classified as English Learners. The vast majority of English Learners across the district attend or attended our school. As a result, we are working hard on best practices, including Explicit Direct Instruction, to ensure our English Learners become proficient in English and demonstrate mastery of the California Content Standards in reading language arts, social studies, science and math.

Last updated: 1/23/2015

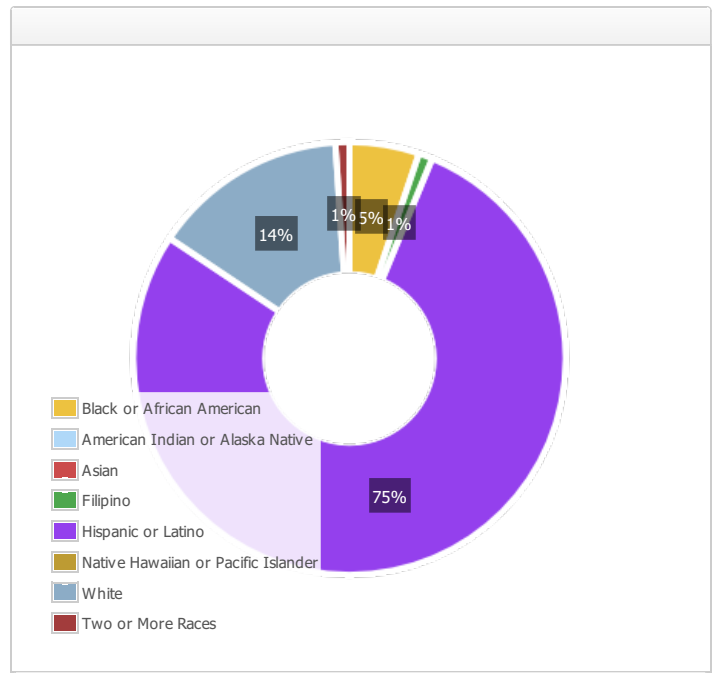
Grade Level	Number of Students
Kindergarten	122
Grade 1	126
Grade 2	131
Grade 3	110
Grade 4	112
Grade 5	114
Grade 6	113
Total Enrollment	828



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	0.6
Asian	0.5
Filipino	1.4
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.2
White	14.3
Two or More Races	1.9
Socioeconomically Disadvantaged	80.7
English Learners	53.4
Students with Disabilities	7.4



Last updated: 1/23/2015

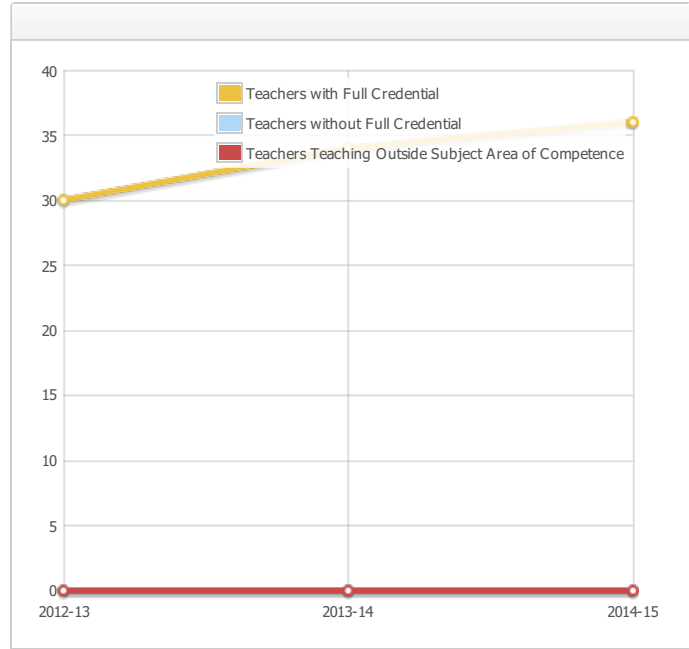
State Priority: Basic

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

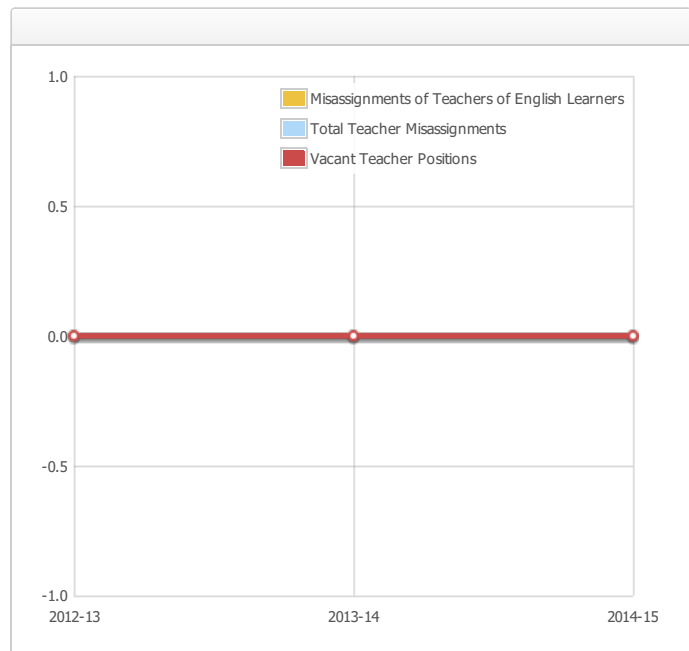
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	30	34	36	50
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/23/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: 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.

Last updated: 1/23/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/23/2015

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

Repairs are needed where specified below.

Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Kitchen sewer plugged/repared same day.
Interior: Interior Surfaces	Good	Room 6 floor re-finished.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Sandbox not properly covered at Circle. Birds nesting, feral cats continue to be a problem. Food is being left outside. Bark box needs to be raked at kindergarten playground.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Weed abatement needed.
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	All doors need paint. Door jamb needs fasteners at Portables 17-19. Weeds around perimeter/easement/behind portables. Asphalt has small stress cracks at main playground.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/27/2015

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	26	41	34	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/23/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	34
Male	35
Female	33
Black or African American	25
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	
White	57
Two or More Races	
Socioeconomically Disadvantaged	24
English Learners	4
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	34%	37%	40%	54%	57%	56%	54%	56%	55%
Mathematics	47%	49%	51%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/23/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	2	2
Similar Schools	2	2	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/23/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-15	23	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	20	4
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-1	18	3
English Learners	-1	23	-20
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/23/2015

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.4%	12.0%	7.4%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 1/23/2015

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 - Most Recent Year

There are many opportunities for involvement at Markham; School Site Council (SSC), English Learning Advisory Committee (ELAC), SPICE Board, Parent Teacher Organization (PTO), as well as numerous other volunteer opportunities. School Site Council, under the direction of the principal, oversees school programs and budgets. The ELAC Committee is made up of parents of English Language Learners and serves to give input regarding programs that effect instruction for their children. The SPICE Program has their own parent governing boards to support the programs. The Parent Teacher Organization gives parents an opportunity to be involved in supporting the school as a whole. Parents are invited to volunteer in classrooms, attend fieldtrips, volunteer at school-wide and program specific events, as well as offering their assistance in whatever manner is possible for their particular circumstances. Our bilingual parent liaison, who is a paid member of the staff, is available one hour daily to help with translation and dissemination of information to Spanish-speaking parents.

State Priority: Pupil Engagement

Last updated: 1/23/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

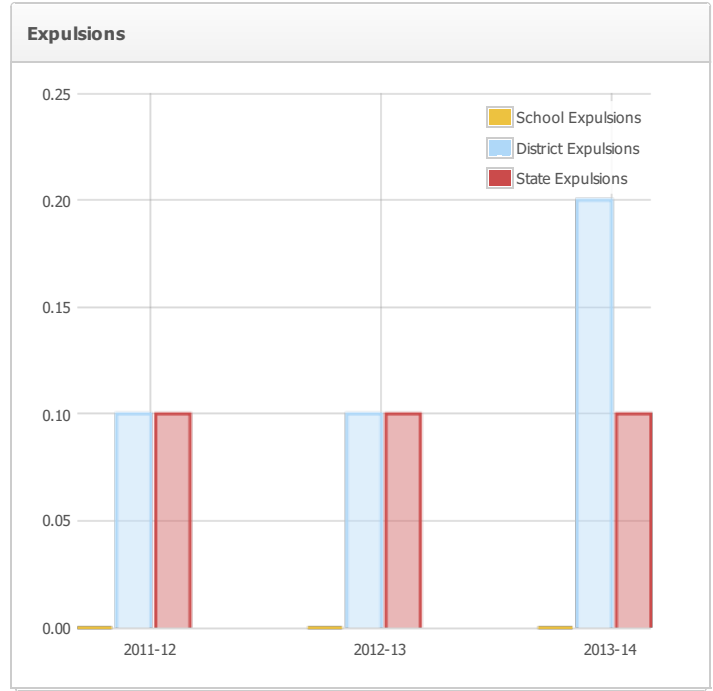
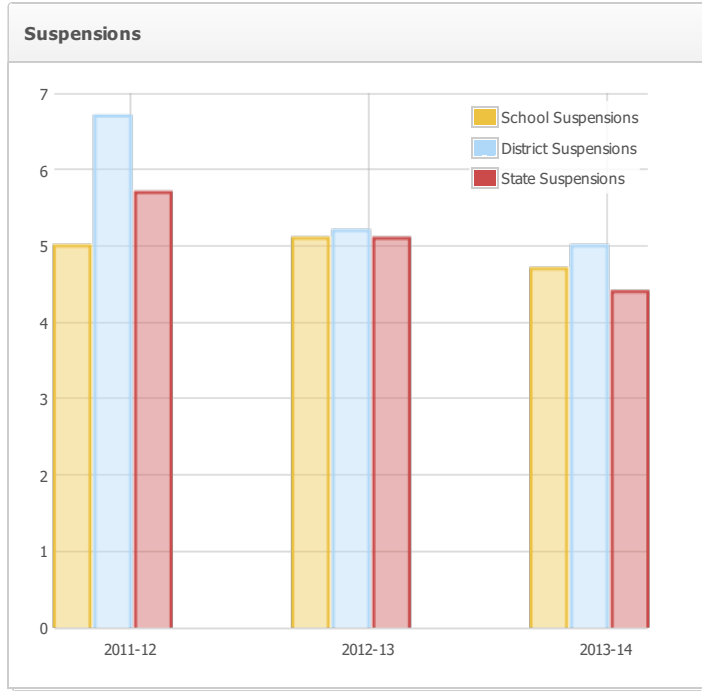
- High school dropout rates; and
- High school graduation rates.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.00	5.10	4.70	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

The School Safety Plan was revised by the Safety Plan Committee and reviewed by the School Site Council (SSC) and Staff to ensure a safe school environment as well as a systematic plan to respond to disasters/school emergencies. The School Site Council created objectives for the Safe School Plan in the areas of student attendance, student suspensions, student ingress and egress, as well as positive behavior and academic recognition. These objectives are reviewed and revised annually by the SSC.

Last updated: 1/23/2015

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	Yes

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

2011-12		2012-13				2013-14						
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.8	0	4	0	30.0		4		24.0	1	4	
1	28.0	0	5	0	32.0		2	2	25.0	1	4	
2	25.8	0	5	0	29.0		4		22.0	1	5	
3	28.0	0	4	0	29.0		3	1	22.0	1	4	
4	27.8	0	4	0	28.0		3	1	28.0		4	
5	30.0	0	3	0	29.0	1	1	2	19.0	3	3	
6	23.8	1	2	1	23.0	1	3		19.0	3	2	1
Other	0.0	14	0	0								

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

Last updated: 1/23/2015

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.7	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,213	\$674	\$3,539	\$57,136
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	37.00%	7.40%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	24.50%	17.60%

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

Last updated: 1/23/2015

Total Unrestricted Expenditures \$2,930,285.82

Instruction \$2,211,263.21

Noon Supervisor \$53,453.79

Supervision of Instruction \$41,380.85

Curriculum Development \$273.14

Staff Development \$6,411.62

Instructional Media & Library \$19,750.84

Parent Participation \$7,417.48

School Administration \$333,245.46

Health Services \$16,728.51

Operations \$82,068.81

Operations - Buildings \$157,292.11

Other Plant M & O \$1,000.00

Total Restricted Expenditures \$558,171.36

IASA - Title I Basic School Support \$213,752.91

Title III Part A LEP \$20,589.06

Donations \$28,960.93

Child Nutrition \$199,053.22

Special Education \$95,815.24

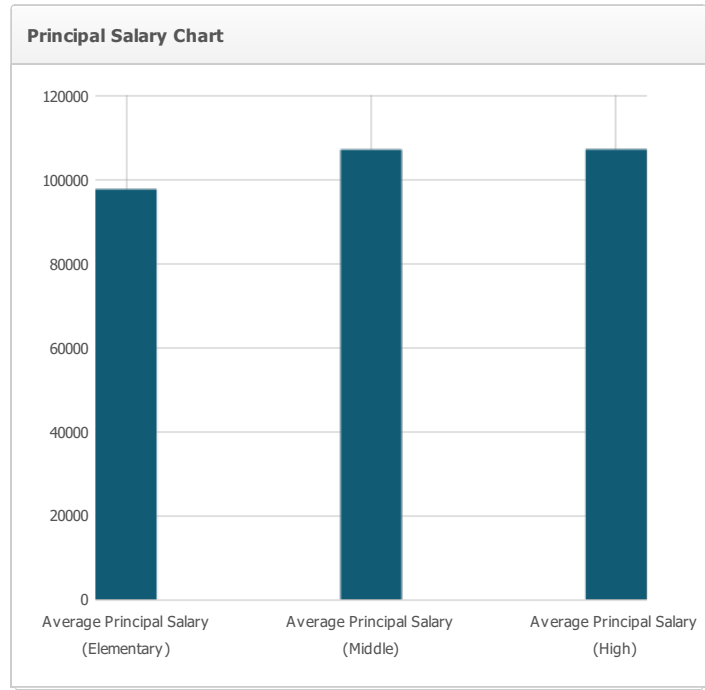
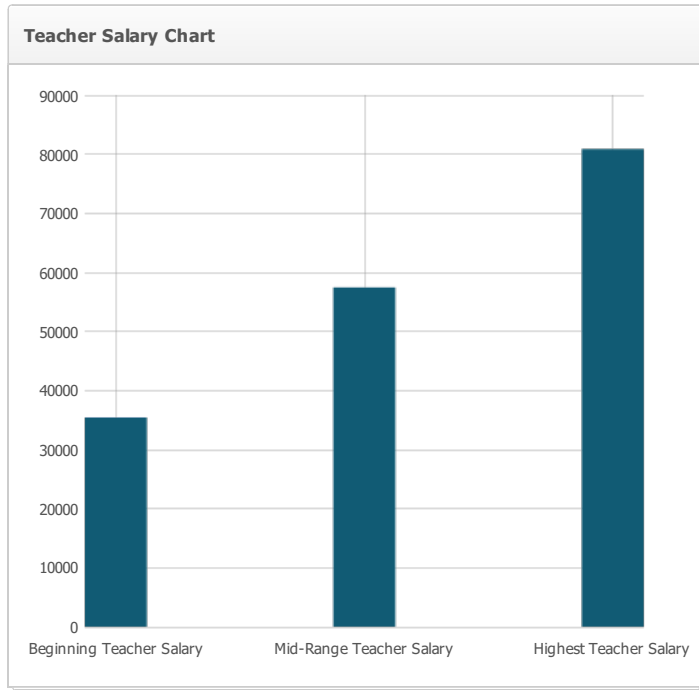
Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318

Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act is the primary funding sources.

BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. SOther areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on district CAMP committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from BTSA and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement. Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job

Sites may use decentralized funds for professional development specific to their site as part of their single plan. Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement. The agenda for these weekly meeting focus on the four essential questions:

- What is it that our students need to learn?
- How we will we assess if they have learned the content?
- What will we do to provide extra support for those who have learned the content?
- What enrichment can we provide for those who have learned the content?

Last updated: 1/23/2015