



# Marguerite Maze Middle School

900 Meridian Street • Hollister, CA 95023 • 8316364480 • Grades 6-8

Hugo Galvan, Principal

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### **Hollister School District**

2690 Cienega Rd.  
Hollister, CA 95023-9687  
(831) 630-6300  
www.hesd.org

### **District Governing Board**

Elizabeth Martinez  
Elsa Rodriguez  
Patricia Moore  
Peter Hernandez  
Robert Bernosky

### **District Administration**

Lisa Andrew, Ed.D.  
**Superintendent**  
Jennifer Wildman  
**Assistant Superintendent,  
Educational Services**  
Erika Sanchez  
**Assistant Superintendent, Human  
Resources**  
Gabriel Moulaison  
**Assistant Superintendent, Fiscal  
Services**  
Rick Lust  
**Director, Student Support Services**  
John Teliha  
**Director, Facilities**  
Jr. Rayas  
**Director, Technology & Innovation**  
Ann Pennington  
**Director, Student Nutrition &  
Warehouse**

### **School Description**

Marguerite Maze Middle School is one of two comprehensive Middle Schools in Hollister Elementary School District, a district committed to developing an extraordinary learning community. The faculty of Marguerite Maze Middle School acknowledge that a successful community depends on a close partnership among parents, teachers, and students. We look at meeting the needs of each students through collaborating in our Professional Learning Communities. Students at Marguerite Maze Middle School have access to a challenging core curriculum, and assessment that are directly aligned to the standards. Instruction incorporates collaboration, creativity, critical thinking, communication, and technology. We at Maze Middle School will be using data to reflect on student learning and engage in a meaningful collaboration through the Professional Learning Community process to improve and target best instructional practices.

In order to ensure that learning occurs in a safe learning environment that will support social emotional learning needs, the District has adopted the Capturing Kids' Hearts framework in order to build relationships with students. In addition, Maze middle school will be begin implantation of Positive Behavioral Intervention and Support System.

Maze Vision and Mission statement:

Marguerite Maze Middle School is a dedicated and collaborative learning community.

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	226
Grade 7	222
Grade 8	218
<b>Total Enrollment</b>	<b>666</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	1.8
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.3
White	11.7
Two or More Races	0.5
Socioeconomically Disadvantaged	62.8
English Learners	31.7
Students with Disabilities	13.2
Foster Youth	0.9

## 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			
Marguerite Maze Middle School	15-16	16-17	17-18
With Full Credential	35	33	31
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	0	0	0
Hollister School District	15-16	16-17	17-18
With Full Credential	♦	♦	142
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Marguerite Maze Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	2

\* "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)**

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6-8: Houghton Mifflin Harcourt, 2017; adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	6-8: California Math, McGraw-Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	6-8: Glencoe Science, California, Copr. 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	6-8: Glencoe, California Series, Copr. 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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

School facilities were built in 1994. A team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Hollister School District to ensure that all classrooms and facilities are well maintained. On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that will address the most critical renovation and modernization needs at the District's elementary and middle schools. Measure M will upgrade fire alarm and security systems, improve access to classroom technology, and provide better school access to people with disabilities, among other improvements. For a complete list of projects go to [http://www.hesd.org/departments/facilities/measure\\_m](http://www.hesd.org/departments/facilities/measure_m).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<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			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	44	43	49	48	48
Math	27	28	30	37	36	37

\* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	58	64	53	56	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.4	21.7	37.6

\* 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	258	258	100.0	64.3
Male	135	135	100.0	66.7
Female	123	123	100.0	61.8
Hispanic or Latino	214	214	100.0	61.2
White	37	37	100.0	81.1
Socioeconomically Disadvantaged	160	160	100.0	58.8
English Learners	65	65	100.0	36.9
Students with Disabilities	40	40	100.0	37.5
Students Receiving Migrant Education Services	40	40	100.0	52.5

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	677	666	98.38	43.54
<b>Male</b>	323	319	98.76	28.84
<b>Female</b>	354	347	98.02	57.06
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	12	12	100	66.67
<b>Hispanic or Latino</b>	566	560	98.94	41.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	81	76	93.83	52.63
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	464	458	98.71	36.9
<b>English Learners</b>	302	300	99.34	37.67
<b>Students with Disabilities</b>	85	83	97.65	6.02
<b>Students Receiving Migrant Education Services</b>	98	98	100	36.73
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	676	665	98.37	28.12
Male	323	319	98.76	23.51
Female	353	346	98.02	32.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	66.67
Hispanic or Latino	566	560	98.94	26.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	75	93.75	32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	463	457	98.7	23.19
English Learners	302	300	99.34	22
Students with Disabilities	85	82	96.47	6.1
Students Receiving Migrant Education Services	98	98	100	15.31
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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

We strongly encourage parents to volunteer and be involved at Marguerite Maze Middle School. The following opportunities are available:

- School Site Council
- Parent Teacher Organization and sub committees
- Parent Volunteers
- English Language Learner Committee
- District English Language Learner Committee
- District Parent Advisory Council

Parents who wish to participate in Marguerite Maze Middle School's committees, activities, or become a volunteer, may contact our office at (831) 636-4480.

#### State Priority: School Climate

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

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

### School Safety Plan

Providing a safe school is a high priority for Maze Middle School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Maze Middle School is using policies including Positive Behavior Intervention System (PBIS), Capturing Kids Hearts', conflict resolution, positive discipline, and Great Program provided by the Hollister Police Department Resource Officers.

Attendance is closely monitored and students with unexcused absences of 10% or more receive school intervention. Truancy abatement is a common goal of the school/district. Currently Maze Middle School has instituted an Attendance Program which targets attendance and tardies.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel safe. Maze has adopted the framework of Capturing Kids' Hearts. All staff have been trained under Capturing Kids' Hearts and the school/district are providing professional development for parents to be trained on the Capturing Kids' Hearts framework. We raise the bar for student achievement by addressing social, environmental, and outside pressures by using positive praise, affirmations, having opportunities to talk to students in order to change their behaviors. This school year staff is going to be educated, trained, and practice the concepts of National Emergency Management System which includes fire drills, earthquake evacuation, first aide procedures, communicable, and emergency evacuation maps. Each year the school conducts Code Red Drill to prepare students and staff in the unlikely event that intruders on campus present a dangerous situation.

We balance the school discipline plan with positive incentives, as well as appropriate alternative consequences. School wide rules are posted in each classroom. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, and academics. Alternatives reviewed as options to positive discipline include campus clean-up, incentives, community services, behavior plans/contracts, Saturday school, individual counseling, and/or alternative placement.

We strive to improve the system of publications to students, staff, and community which will include or focus on awards/recognition, rewards, school activities, achievements, acknowledgments and announcements.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	10.8	7.0	5.8
Expulsions Rate	0.4	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	2.8	2.4
Expulsions Rate	0.2	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
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	9	
Percent of Schools Currently in Program Improvement	81.8	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	750

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	19	21	19	29	10	14	13	13	12	3		
Mathematics	22	11	13	12	3	6	12		1	4		
Science	21	25	21	12	6	14	9	12	7	4	1	1
Social Science	23	27	22	13	3	6	7	12	11	6	2	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

The district is committed to providing teachers with high quality staff development. District-wide Professional Development days are provided for teachers on non-student days and during release time. The focus is on training all teachers and staff based on local and state assessment data, including a focus on closing the achievement gap for English Learners. Staff development is focused on the Common Core State Standards, the Next Generation Science Standards, and the technology needed to implement Common Core and the CAASPP, as well as inclusionary practices for all students. Teachers have also all received training in and implement Instructional Leadership Teams. Staff members build teaching skills and share strategies through participation at workshops, at staff meetings and in Professional Learning Communities. District-wide Professional Development also focuses on training for the English Language Arts/English Language Development curriculum and "Capturing Kids' Hearts" (a program that focuses on positive school climate).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$48,678
Mid-Range Teacher Salary		\$78,254
Highest Teacher Salary		\$96,372
Average Principal Salary (ES)		\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary		\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	7%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6763.13	\$996.99	\$5766.14	\$65,348.00
District	♦	♦	\$5644.84	
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			2.1	-7.1
Percent Difference: School Site/ State			1.6	-13.0

\* Cells with ♦ do not require data.

**Types of Services Funded**

In addition to state funding, Hollister School District receives federal categorical funding. In 2016-2017 the district received funding from the following programs: Title I - Education for the Disadvantaged, Title II – Teacher and Principal Training and Recruiting, and Title III - English Language Acquisition and Academic Achievement. The district provides a Resource Teacher. Site-based Title I funds are used to support the Response to Intervention program. Decisions about the expenditure of these funds are made with the School Site Council, based on achievement data for the school.

**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.