

Maze Middle School

900 Meridian Street • Hollister • 8316364480 • Grades 6-8

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

Hollister School District

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District Governing Board

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Elsa Rodriguez

Patricia Moore

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District Administration

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School Description

Mission Statement: The core mission of Maze Middle School is the learning of each student. All staff is focused on and committed to ensuring that every student gains the knowledge and skills needed to be successful in high school. Through a rigorous, standards-based curriculum and the implementation of innovative instructional strategies, Maze staff provides a quality education to students of all academic abilities.

Vision Statement: Maze Middle School is a community of learners dedicated to the achievement of every student and the ongoing professional development of staff. Students have a sense of pride and ownership in, and respect for, their school community and parents are viewed as partners in their children's education. There is a strong culture of collaboration where teachers are constantly learning and reflecting on ways to improve the instructional program. The focus of staff collaboration is the analysis of student achievement data and the examination of best instructional practices.

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
Grade 6	217
Grade 7	218
Grade 8	255
Total Enrollment	690

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	1.4
Hispanic or Latino	81.7
Native Hawaiian or Pacific Islander	0.1
White	11.3
Two or More Races	0.1
Socioeconomically Disadvantaged	61.9
English Learners	36.1
Students with Disabilities	14.1
Foster Youth	0.3

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			
Maze Middle School	14-15	15-16	16-17
With Full Credential	42	35	33
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	42	0	0
Hollister School District	14-15	15-16	16-17
With Full Credential	♦	♦	254
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Maze Middle 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	94.4	5.6
Districtwide		
All Schools	91.3	8.7
High-Poverty Schools	91.6	8.4
Low-Poverty Schools	80.0	20.0

* 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:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6-8: McDougal Littel Language of Literature, Copr. 2002 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

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

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	31	41	33	43	44	48
Math	19	27	23	30	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.

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	64	58	64	55	53	56	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
7	17.6	25.7	28.6

* 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 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	6	219	215	98.2	34.9
	7	219	215	98.2	44.6
	8	258	258	100.0	43.0
Male	6	105	104	99.0	27.9
	7	113	112	99.1	35.7
	8	135	135	100.0	34.8
Female	6	114	111	97.4	41.4
	7	106	103	97.2	54.4
	8	123	123	100.0	52.0
Hispanic or Latino	6	179	176	98.3	35.8
	7	182	179	98.3	43.0
	8	214	214	100.0	42.5
White	6	30	30	100.0	23.3
	7	30	30	100.0	50.0
	8	37	37	100.0	48.6
Socioeconomically Disadvantaged	6	143	139	97.2	28.8
	7	144	141	97.9	42.5
	8	160	160	100.0	35.6
English Learners	6	82	80	97.6	13.8
	7	62	61	98.4	24.6
	8	65	65	100.0	10.8
Students with Disabilities	6	26	25	96.2	4.0
	7	32	30	93.8	10.0
	8	40	40	100.0	10.0
Students Receiving Migrant Education Services	6	36	36	100.0	27.8
	7	36	35	97.2	40.0
	8	40	40	100.0	40.0

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	6	219	217	99.1	16.6
	7	219	216	98.6	21.3
	8	219	216	98.6	21.3
Male	6	105	104	99.0	20.2
	7	113	112	99.1	17.9
	8	113	112	99.1	17.9
Female	6	114	113	99.1	13.3
	7	106	104	98.1	25.0
	8	106	104	98.1	25.0
Hispanic or Latino	6	179	178	99.4	15.2
	7	182	179	98.3	17.9
	8	182	179	98.3	17.9
White	6	30	30	100.0	16.7
	7	30	30	100.0	36.7
	8	30	30	100.0	36.7
Socioeconomically Disadvantaged	6	143	141	98.6	12.8
	7	144	141	97.9	14.9
	8	144	141	97.9	14.9
English Learners	6	82	81	98.8	4.9
	7	62	61	98.4	4.9
	8	62	61	98.4	4.9
Students with Disabilities	6	26	25	96.2	4.0
	7	32	30	93.8	3.3
	8	32	30	93.8	3.3
Students Receiving Migrant Education Services	6	36	36	100.0	11.1
	7	36	35	97.2	14.3
	8	36	35	97.2	14.3

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)

Parents and the community are very supportive of the educational programs at Marguerite Maze Middle School. Parents play a very active role by participating in various school programs and activities, including but not limited to, participating in study trips, parent teacher conferences, Parent Club (PTSO), the School Site Council, and the English Language Acquisition Committee (ELAC). Parents who wish to participate in Marguerite Maze Middle School's committees, activities, or become a volunteer, may contact Principal, Bill Sachau at (831) 636-4480.

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

Marguerite Maze Middle School provides a safe, clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Marguerite Maze Middle School. 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 are conducted monthly, earthquake drills occur three times a year, and intruder drills are conducted twice a year. The School Site Safety plan is revised annually by a committee of teachers, parents, and administrators. Copies of the safety plan are shared as required by law with the district office, local officials, law enforcement, and are available for review. All visitors to the campus are required to sign in and out at the office and display a visitors badge at all times. The school's discipline policy ensures fairness and delivers consistent consequences for behavioral infractions to school rules. Supervision is provided for students throughout the school day; the responsibility is shared between teachers, administrators and campus supervisors.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	10.2	10.8	7.0
Expulsions Rate	0.7	0.4	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	4.9	4.6	2.8
Expulsions Rate	0.1	0.2	0.1
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	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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist	
Other	
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	19	19	4	29	29	25	13	13	2	3	3
Mathematics	27	22	22	4	12	12	15	12	12	2	4	4
Science	29	21	21	2	12	12	13	9	9	4	4	4
Social Science	30	23	23	1	13	13	10	7	7	7	6	6

* 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

In the most recent 3 years, the district has dedicated a total of 12 days to staff development. Four district-wide Professional Development days are provided for teachers on non-student days. The District focus is on training all teachers in the use of Thinking Maps and Path to Proficiency for English Learners. This decision was based on the data that showed an increasing achievement gap for English Learners. Staff development is also now focused on the Common Core State Standards, the Next Generation Science Standards, and the technology needed to implement CCSS and the CAASPP. Teachers have also all received training in, and implement, Professional Learning Communities (PLCs) and Response to Intervention (RTI). Staff members build teaching skills and share strategies through participation at workshops, at staff meetings and in their Professional Learning Communities. Future district-wide Professional Development will focus on additional training in Next Generation Science Standards, training for the new English Language Arts/English Language Development curriculum, and "Capturing Kids' Hearts" (a program that focuses on positive school climate).

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,842	\$44,573
Mid-Range Teacher Salary	\$65,675	\$72,868
Highest Teacher Salary	\$91,597	\$92,972
Average Principal Salary (ES)	\$107,316	\$116,229
Average Principal Salary (MS)	\$111,453	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$181,076	\$201,784
Percent of District Budget		
Teacher Salaries	39%	39%
Administrative Salaries	6%	5%

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

FY 2014-15 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	\$70,314
State	♦	♦	\$5,677	\$75,137
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 2015/16 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.