

Marsh Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Marsh Elementary School
Street	2304 G Street
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7410
Principal	Blair Wilkins
Email Address	BlairWilkins@AntiochSchools.net
Website	https://www.antiochschools.net/marsh
County-District-School (CDS) Code	07 61648 6003610

Entity	Contact Information
District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
Website	www.antiochschools.net

School Description and Mission Statement (School Year 2019-20)

The mission of Marsh Elementary School is to provide engaging academic and collaborative learning activities that are guided, collaborative, and rigorous for our students. This will lead to independent and interactive learning experiences. These best practices will be designed to promote student inquiry and discovery about the world in which they live. Marsh Elementary School is the oldest elementary school in Antioch, California. It was dedicated in 1948. Marsh is located in central Antioch, surrounded by single dwelling homes, condominiums, and apartments. Marsh serves approximately 610 students. Marsh is a Title I site and receives federal funding. CBEDs data reflects that our student population is culturally diverse: 56.1% Hispanic, 26.3% African American, 6.4% White, 0.8% Asian, 3.5% Pacific Islander, 0.3% American Indian or Alaska Native, 2.2% Filipino, and 4.3% Two or more races. Approximately 43% of students are English learners; 9.1% of the English learners have been redesignated as Fluent English Proficient. English learners have the following primary languages: Spanish, Tongan, Filipino, Vietnamese, Burmese, French, and Urdu.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	140
Grade 1	88
Grade 2	97
Grade 3	95
Grade 4	103
Grade 5	92
Total Enrollment	615

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	23.9
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	2.1
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	4.7
White	6.5
Two or More Races	3.3
Socioeconomically Disadvantaged	85
English Learners	42.9
Students with Disabilities	9.3
Foster Youth	0.8
Homeless	4.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	29	27	702
Without Full Credential	2	2	3	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	93

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	California Science, Pearson, © 2007 (Adopted 1/23/07)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Health	Health Promotion Wave, Health Wave, Inc., © 2012 (Adopted 6/27/12)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 32 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 3 portables on the site. The initial construction was completed in 1947. Additional construction, which included Wing III, a multi-purpose room, additional classrooms and a library, were built in phases between 1952 and 1972. The school opened in 1947.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2/21/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Multi Purpose Room: 2 stained ceiling tiles. Office First Aid room & restroom: RR- floor has crack in linolium Office Work Room Restroom: A gap in linolium floor needs caulking-Toilet takes a long time refill after flushing. Old Office: 2 light fixtures have water damage-1 stained ceiling tile. P32 Music Room: 1 ceiling tile has a hole cut out - don't know why. P33 (PE Storage): The carpet has a seam that is peeling away P34: 8 of the ceiling tiles are stained from water leaks. Room 22: Need window cover replaced- W/O #134685 Stage: 15 lights burnt out lights that requires a lift to change them.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	P31: 3 ceiling tiles have water stains. 1 ceiling tile has a chunk missing. 3 ceiling tile covers are falling out P34: 8 of the ceiling tiles are stained from water leaks. 1 ceiling is stained from water leaks. 1 ceiling tile falling and has a chunk missing from it
Electrical: Electrical	Good	Room 14: 2 ceiling tiles water damaged. Room 24: Needs new pencil sharpener
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Office Work Room Restroom: A gap in linolium floor needs caulking-Toilet takes a long time refill after flushing. Room 6 - Breakroom: Drinking faucet low pressure- W/O #134644
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	P31:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Ashpalt: Concrete: Grounds - Landscaping: Playfield:
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	17	14	32	30	50	50
Mathematics (grades 3-8 and 11)	11	10	19	18	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	279	98.24	1.76	13.62
Male	145	142	97.93	2.07	11.97
Female	139	137	98.56	1.44	15.33
Black or African American	70	70	100.00	0.00	4.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	163	160	98.16	1.84	14.38
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	7.14
White	17	17	100.00	0.00	17.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	245	241	98.37	1.63	12.86
English Learners	133	130	97.74	2.26	13.08
Students with Disabilities	32	31	96.88	3.12	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	9.09

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	277	97.54	2.46	9.75
Male	145	141	97.24	2.76	11.35
Female	139	136	97.84	2.16	8.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	70	68	97.14	2.86	1.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	163	160	98.16	1.84	10.00
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	7.14
White	17	17	100.00	0.00	17.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	245	239	97.55	2.45	10.46
English Learners	133	130	97.74	2.26	10.00
Students with Disabilities	32	31	96.88	3.12	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	10.00

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.7	22.0	4.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Marsh hosts several events that offer opportunities for parents to come to the school to learn about and celebrate their children's accomplishments as well as to support and interact with the students and staff. Parents are invited to attend the Back to School Ice Cream Social, Back to School Night, Open House, parent-teacher conferences, School Site Council (SSC), English Language Advisory Committee (ELAC), awards ceremonies, and other annual events, such as: the Holidays Around the World Event, chorus concerts; movie nights, Family Literacy and Math Nights, the Running Club, the Turkey Trot; and the Jump Rope for Heart event. Parents also regularly volunteer in classrooms, the student store, and monthly school-site Fun Fridays.

For more information on how to participate at Marsh Elementary School, please contact the school office at 925.779.7410.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.6	2.6	3.5	8.3	7.3	8.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was last updated in September 27, 2019, with strategies and procedures set in place for a safe and orderly environment. The Safety Plan includes disaster and emergency procedures as well as daily school safety for the school community. Fire drills occur on a regular basis.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	3		24	1	5		24		6	
1	25		4		26		4		24		3	
2	28		4		25		4		26		3	
3	28		3		26		4		26		4	
4	32		3		29		3		28		4	
5	28		3		31		3		30		3	
Other**									11	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	615.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,386	\$624	\$5,762	\$78,510
District	N/A	N/A	\$9,036	\$79,380.00
Percent Difference - School Site and District	N/A	N/A	-44.2	-6.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-74.3	-9.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Types of Services Funded (Fiscal Year 2017-18) AR (Accelerated Reader), 1 part-time bilingual office assistant, 5 part-time bilingual aides, 1 full time ELD/ 1 full time reading intervention teacher.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,624	\$51,374
Mid-Range Teacher Salary	\$76,277	\$80,151
Highest Teacher Salary	\$96,906	\$100,143
Average Principal Salary (Elementary)	\$124,648	\$126,896
Average Principal Salary (Middle)	\$131,978	\$133,668
Average Principal Salary (High)	\$144,450	\$143,746
Superintendent Salary	\$244,548	\$245,810
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

In the spring of 2019 teachers and administrators were involved in a collaborative process to redesign the content and delivery system of our three professional development days for the 2019-20 school year (August 5, 2019, November 1, 2019, January 6, 2020). As a result, the delivery system changed from prescriptive to a conference style, teacher choice format. The content for each learning session is organized into three domains: Academic Content, Social and Emotional Learning, and Technology. All certificated employees in the Antioch Unified School District participate in each of the three days of training. The first day included over 50 sessions for teachers to select from based on their identify area of interest or need. The second day was a blended approach with both a variety of sessions offered by the district and site selected and delivered sessions. The final day in January was hosted at the site level and a variety of resources were provided to sites to support their team's identified focus areas for training.

Below is a listing of prioritized content based:

- i-Ready Diagnostic Assessments
- Standards Based Learning and Grading
- NGSS content standards
- History-Social Framework
- Mindfulness
- AVID Strategies
- Google Classroom