

Marin 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	Marin Elementary School
Street	1001 Santa Fe Ave.
City, State, Zip	Albany CA 94706
Phone Number	510.559.4700
Principal	Melisa Pfohl
Email Address	mpfohl@ausdk12.org
Website	https://marin.ausdk12.org/
County-District-School (CDS) Code	01-61127-6095376

Entity	Contact Information
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Frank Wells
Email Address	fwells@ausdk12.org
Website	http://www.ausdk12.org

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

We are a school made up of a diverse student body. Currently, there are approximately 545 students enrolled with more than 20 different languages spoken at Marin Elementary School. We are currently hosting 2 Ocean View Kindergarten classes while their school is under construction, which is about 40 students in total. Marin serves students in grades K-5, with 23 general-education classrooms. Additional resources are allocated to serve students in need of reading and math intervention, English-language instruction, speech and language services, special-education resource services, occupational therapy, and counseling. Students also participate in music, physical education, science, and library media classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

Marin Elementary School staff is focused on, and dedicated to, teaching students a core academic curriculum based on the state standards. Our staff of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers, collaborate to produce a focused approach to instruction. Their efforts are reflected in their students' performance on local benchmark assessments.

Our campus houses a child-care program, as a convenience to parents, through the Albany Children's Center. The before- and after-school program is available from 7:30 a.m. to 6 p.m. and serves students in grades K-5.

Goals for the school year include math intervention options, and providing opportunities for student leadership with a Conflict Manager program.

The mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding, and challenging them to learn and reach out to the world with compassion, integrity, and courage.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	89
Grade 2	74
Grade 3	91
Grade 4	79
Grade 5	80
Total Enrollment	504

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.2
Asian	22
Filipino	1
Hispanic or Latino	13.7
White	38.3
Two or More Races	15.3
Socioeconomically Disadvantaged	16.5
English Learners	20.4
Students with Disabilities	8.1
Homeless	

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	36	34	213
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	4

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	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.

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

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al. Units of Study in Reading, Lucy Calkins, et al.	No	0.0%
Mathematics	TK-3rd Grade: Investigations in Number, Data, and Space (Pearson)-Not State Adopted 3rd -5th Grade: Math Expressions, Common Core (Houghton Mifflin)	Yes	0.0
Science	Full Option Science System (DELTA)	No	0.0
History-Social Science	K-1st Grade: History Social Science (Houghton Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will determine when to schedule the Marin Elementary School Project and how to address temporarily housing students off campus.

The safety of students and staff is a primary concern at Marin Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office.

The school was built in 1975. There are challenges providing sufficient classroom, playground and staff spaces to support teaching and learning due to increased enrollment, but we are keeping up to meet the needs of 24 classrooms, a multipurpose room, a library and several play areas. District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service and the highest priority to emergency repairs.

There are two custodians. One works from early morning to afternoon and the other works from afternoon to late night Monday through Friday. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

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: 10/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	81	81	76	79	50	50
Mathematics (grades 3-8 and 11)	79	78	70	72	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	248	240	96.77	3.23	80.83
Male	127	124	97.64	2.36	78.23
Female	121	116	95.87	4.13	83.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	50	48	96.00	4.00	79.17
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	75.00
Native Hawaiian or Pacific Islander					
White	109	107	98.17	1.83	84.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	42	41	97.62	2.38	85.37
Socioeconomically Disadvantaged	37	35	94.59	5.41	65.71
English Learners	61	58	95.08	4.92	67.24
Students with Disabilities	35	34	97.14	2.86	44.12
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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	248	243	97.98	2.02	77.78
Male	127	125	98.43	1.57	77.60
Female	121	118	97.52	2.48	77.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	50	50	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	71.88
Native Hawaiian or Pacific Islander					
White	109	108	99.08	0.92	79.63
Two or More Races	42	41	97.62	2.38	85.37
Socioeconomically Disadvantaged	37	37	100.00	0.00	54.05
English Learners	61	60	98.36	1.64	61.67
Students with Disabilities	35	34	97.14	2.86	41.18
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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	11.4	43.0	29.1

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)

A source of support for our school are our highly involved and motivated parents. Parents are active members of the School Site Council (SSC), English Learner Advisory Committee (ELAC), the Parent-Teacher Association (PTA), and Diversity Committee. Parents also donate thousands of hours volunteering in classrooms each year. Parents organize and facilitate fundraisers and parent-education events, coordinate campus-beautification projects, organize community events and provide supplemental instructional materials.

For more information on how to become involved at the school, please contact PTA co-presidents Stephanie Best and Abby Wentworth at (510) 558-4740.

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	0.0	0.8	0.9	3.1	2.1	1.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety is a priority at Marin Elementary School. We have implemented the school-wide behavior programs BEST and Second Step. These two programs develop behavior expectations for common areas around the school and strategies for resiliency and perseverance in an academic and social setting. Classroom and common area behavior expectations are framed around three core ideas: Be Safe, Be Responsible and Be Respectful. Classroom and schoolwide incentives are tied to each of the "3 B's." In addition, Marin teachers integrate anti-bullying and the social-emotional curriculum called Second Step. Marin students are trained as conflict managers in fourth and fifth grade.

Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site. The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and Emergency Response Team (ERT) committee, Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after-event critique, and after-action report.

Part II: Emergency Procedures

- Building evacuation
- Fire Chemical accident
- Earthquake Air pollution
- Explosion or aircraft crash
- Bomb threat Suspicious individuals
- Medical/first aid Terrorist situation

Part III: Emergency Forms/Checklists

- Sample parent letter
- Hazard-identification checklist
- Recommended emergency supplies
- Guidelines for preparing a buddy/teacher list
- Sample emergency information sheet
- Sample student district notice of first-aid care
- Sample site status report

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	20	3	1		23		4		23		4	
1	21	1	3		24		3		22		4	
2	22		4		22	1	3		25		3	
3	22		4		23		4		23		4	
4	28		2		27		3		26		3	
5	28		3		22	1	3		27		3	
Other**	27		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*	.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)	
Library Media Teacher (Librarian)	1.0

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0.3
Social Worker	0.26
Nurse	0.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

*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	7862	1551	6311	71031
District	N/A	N/A	7574	71839
Percent Difference - School Site and District	N/A	N/A	-18.2	-1.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-13.9	-3.7

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)

During the 2018-2019 school year, the following support services were provided:

- Title I dollars were allocated to staff English Language Development teachers.
- Supplemental funds allocated through the Local Control Funding Formula were allocated to intervention specialists (reading and mathematics), intervention teacher hourly, and materials and supplies.
- SchoolCARE, a community fundraising group, allocated dollars to staff a library technician, provide additional noontime supervision, support mathematics intervention, and support the District's in-school enrichment program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,101	\$46,208
Mid-Range Teacher Salary	\$71,512	\$72,218
Highest Teacher Salary	\$96,394	\$92,742
Average Principal Salary (Elementary)	\$136,524	\$113,112
Average Principal Salary (Middle)	\$141,656	\$118,220

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$151,534	\$127,356
Superintendent Salary	\$218,636	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

The teaching faculty is offered three districtwide staff development days each school year. Along with meetings held every Wednesday afternoon, these professional-development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction, and assessments in order to share best practices with colleagues and discuss ways to better support our students' learning. On a quarterly basis, Marin teachers collaborate with the faculty at Cornell and Ocean View Schools to align our work across the district. Staff members at each grade level are participating in a district-wide history and social-science working group through UC Berkeley. This group will meet 3 times this year. In addition, some teachers are piloting science materials that are NGSS-aligned.