

Marin Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

Melisa Pfohl, Principal

 Principal, Marin Elementary

About Our School

At Marin Elementary School, we support the District's mission, values and beliefs:

- A safe and supportive learning environment for all promotes student achievement and embraces diversity within our community.
- Teachers, support staff, administrators, parents, and the community share the responsibility for advancing the school system mission, goals and promoting learning across the system.
- Each student is a valued individual with unique physical, social, and emotional needs.
- All students can develop a deep understanding of essential knowledge and skills, apply their learning, produce quality work, think critically, and become contributing members of society.

Contact

Marin Elementary
1001 Santa Fe Ave.
Albany, CA 94706-2341

Phone: 510-559-4700
E-mail: mpfohl@ausdk12.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Albany City Unified
Phone Number	(510) 558-3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Contact Information (School Year 2017-18)	
School Name	Marin Elementary
Street	1001 Santa Fe Ave.
City, State, Zip	Albany, Ca, 94706-2341
Phone Number	510-559-4700
Principal	Melisa Pfohl, Principal
E-mail Address	mpfohl@ausdk12.org
Web Site	http://marin.ausdk12.org/
County-District-School (CDS) Code	01611276095376

Last updated: 11/28/2017

School Description and Mission Statement (School Year 2017-18)

We are a school made up of a diverse student body. Currently, there are 505 students enrolled with more than 20 different languages spoken at Marin Elementary School. The school serves students in grades K-5, with 22 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 Common Core State Standards. Our staff of fully credentialed and Crosscultural 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.

In addition, we offer a fee-based enrichment program offered to students who are enrolled in the Early Bird and Late Bird programs in grades 1-3. This year, we are offering chess after school. Our campus houses a child-care program as a convenience to parents called Tupelo. The before- and after-school program is available from 7:30 a.m. to 6 p.m. and serves students in grades K-3.

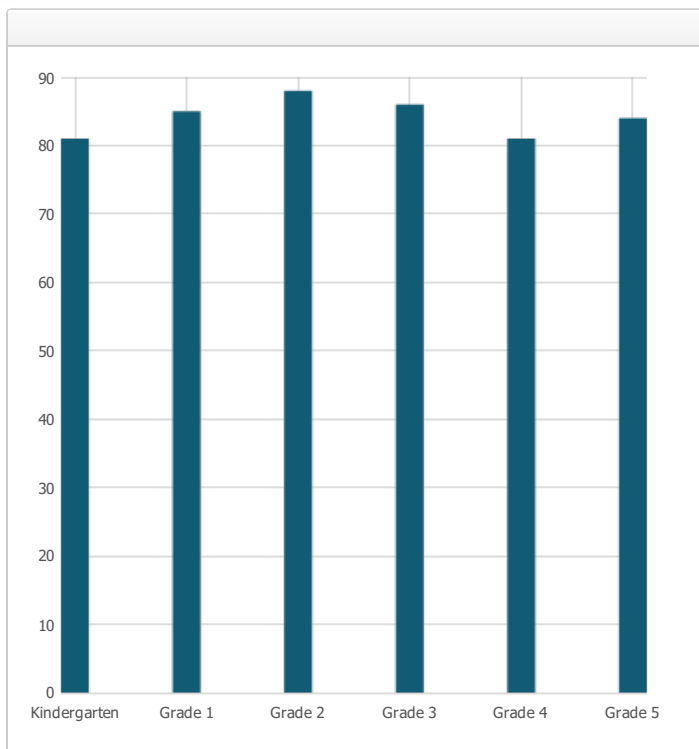
Goals for the 2017-18 school year include math intervention options during the school day and after school, and providing more opportunities for student leadership with a Conflict Manager program.

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.

Last updated: 12/1/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	81
Grade 1	85
Grade 2	88
Grade 3	86
Grade 4	81
Grade 5	84
Total Enrollment	505



Last updated: 11/28/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.2 %
Asian	18.2 %
Filipino	1.0 %
Hispanic or Latino	15.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	47.3 %
Two or More Races	14.7 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	12.3 %
English Learners	17.2 %
Students with Disabilities	6.7 %
Foster Youth	0.2 %

Last updated: 12/1/2017

A. Conditions of Learning

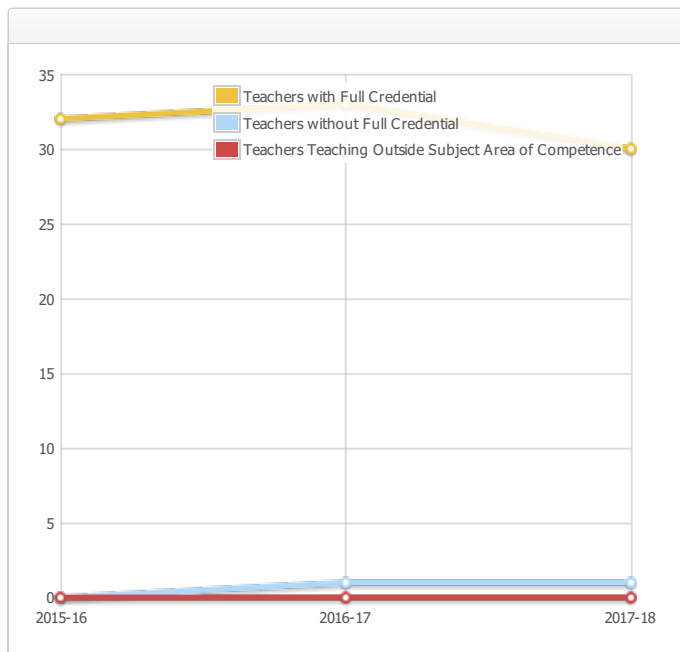
State Priority: Basic

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

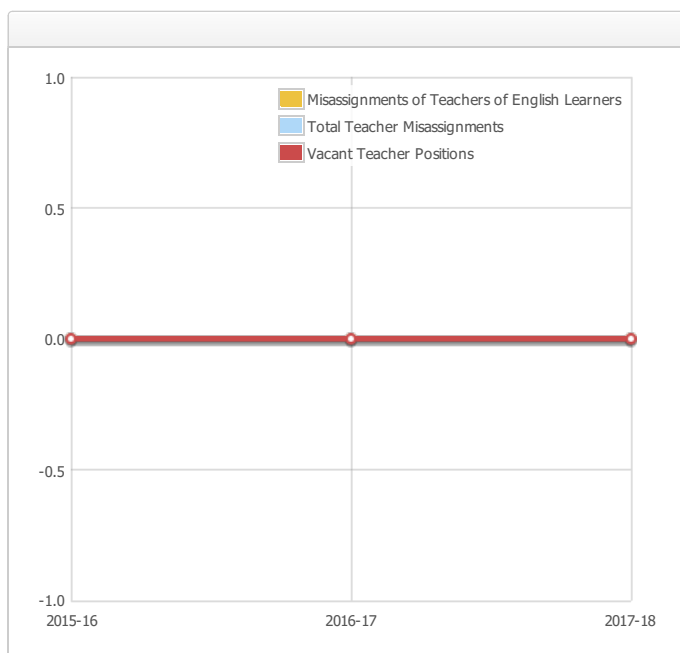
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	33	30	213
Without Full Credential	0	1	1	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 12/6/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and 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.	No	0.0 %
Mathematics	TK-3rd Grade: Investigations in Number, Data, and Space (Pearson) 3rd -5th Grade: Math Expressions, Common Core (Houghton Mifflin)	No	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 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/1/2017

School Facility Conditions and Planned Improvements

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.

Last updated: 12/6/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

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	Poor	Several areas have light bulbs out. Maintenance work orders have been created and work is in progress.
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 Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good
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Last updated: 12/1/2017

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	82%	85%	77%	79%	48%	48%
Mathematics (grades 3-8 and 11)	76%	78%	73%	73%	36%	37%

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

Last updated: 12/5/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	246	98.8%	84.9%
Male	137	135	98.54%	81.34%
Female	112	111	99.11%	89.19%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	97.37%	83.78%
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37%	86.49%
Native Hawaiian or Pacific Islander	--	--	--	--
White	132	131	99.24%	87.79%
Two or More Races	33	33	100%	78.13%
Socioeconomically Disadvantaged	25	25	100%	88%
English Learners	47	46	97.87%	76.09%
Students with Disabilities	25	25	100%	36%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 12/5/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	246	98.8%	78.46%
Male	137	134	97.81%	79.1%
Female	112	112	100%	77.68%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	97.37%	81.08%
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37%	78.38%
Native Hawaiian or Pacific Islander	--	--	--	--
White	132	131	99.24%	81.68%
Two or More Races	33	33	100%	66.67%
Socioeconomically Disadvantaged	25	25	100%	76%
English Learners	47	46	97.87%	67.39%
Students with Disabilities	25	25	100%	36%
Students Receiving Migrant Education Services	--	--	--	--
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.

Last updated: 12/5/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	90%	90%	82%	82%	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.

Last updated: 12/5/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	7.2%	20.5%	34.9%

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

Last updated: 12/1/2017

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)

A source of support for our school is our highly involved and motivated parents. Parents are active members of the School Site Council (SSC), English Learner Advisory Committee (ELAC) and the Parent Teacher Association (PTA). 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 Jeannie Cajina and Abby Wentworth at (510) 558-4740.

State Priority: Pupil Engagement

Last updated: 11/27/2017

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

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

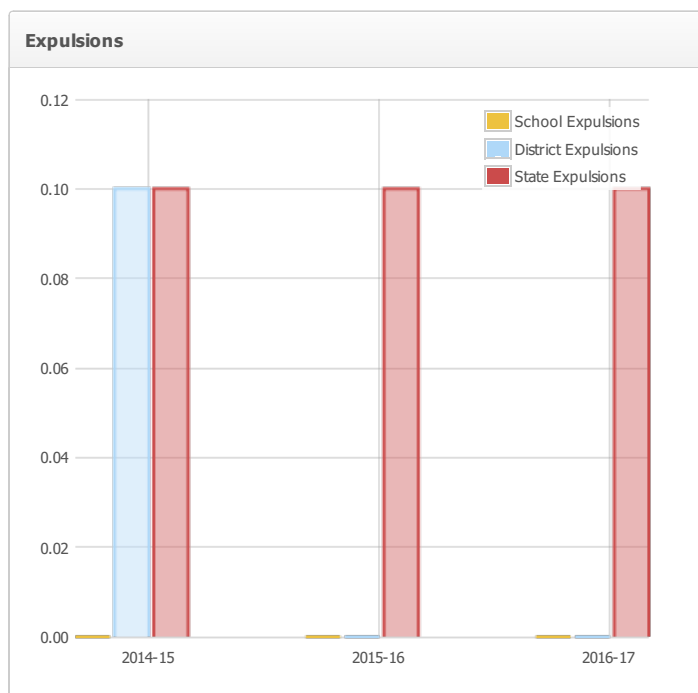
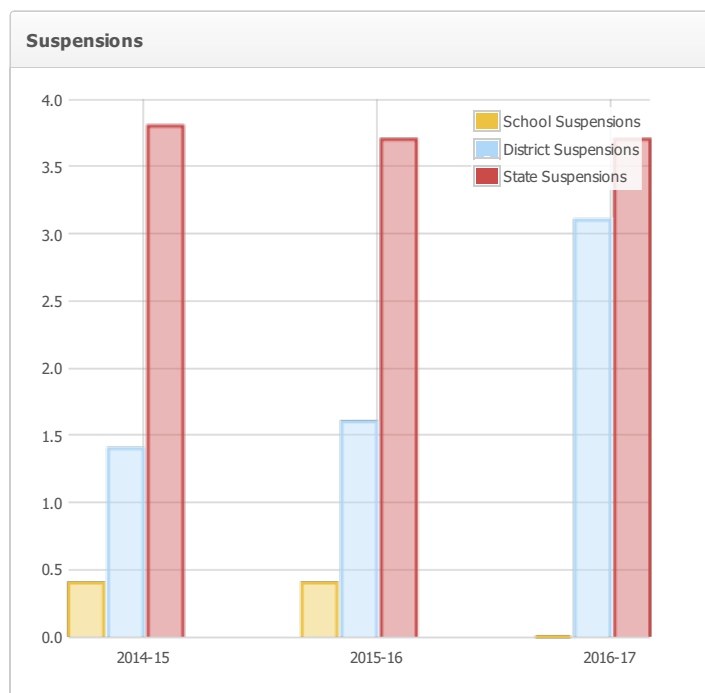
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4%	0.4%	0.0%	1.4%	1.6%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/1/2017

School Safety Plan (School Year 2017-18)

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 fifth and fourth grade. This year, we are also working with the Anti Defamation League on becoming a No Place For Hate school. This program will help us tie in and expand all of the work we are doing to support the social and emotional well-being of students. We maintain a comprehensive school safety plan that meets local and state guidelines. 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 annual 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

For further information regarding the school's safety plan, feel free to contact the principal.

The school safety plan was last reviewed, updated and discussed with the school faculty in November, 2017.

Last updated: 12/6/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Last updated: 11/28/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	2	2	0	21.0	1	3	0	20.0	3	1	0
1	23.0	0	4	0	21.0	0	4	0	21.0	1	3	0
2	23.0	0	3	0	24.0	0	3	0	22.0	0	4	0
3	24.0	0	4	0	23.0	0	4	0	22.0	0	4	0
4	27.0	0	3	0	28.0	0	3	0	28.0	0	2	0
5	26.0	0	4	0	28.0	0	3	0	28.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	27.0	0	1	0

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

Last updated: 11/28/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker	0.2	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	3.3	N/A

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

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

Last updated: 12/5/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7375.0	\$1613.0	\$5762.0	\$74709.0
District	N/A	N/A	\$7028.0	\$70558.0
Percent Difference – School Site and District	N/A	N/A	-19.8%	5.7%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-13.2%	7.0%

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

Last updated: 12/1/2017

Types of Services Funded (Fiscal Year 2016-17)

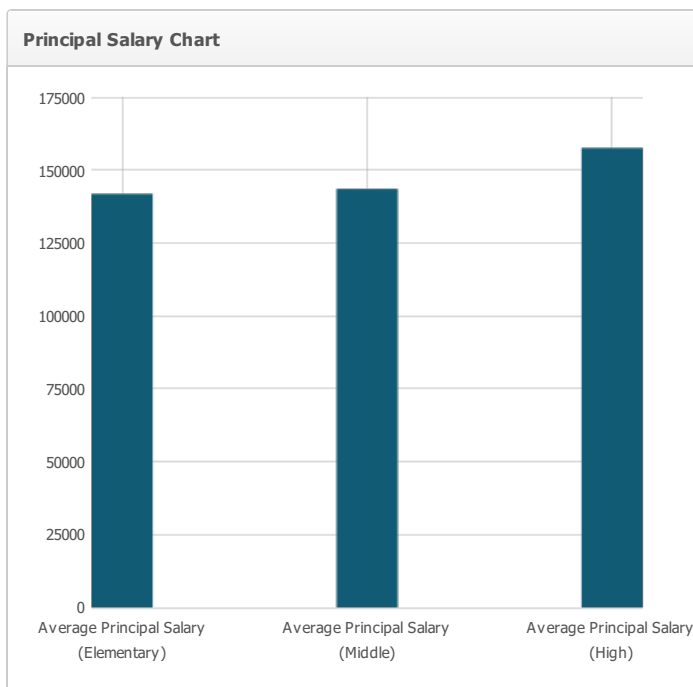
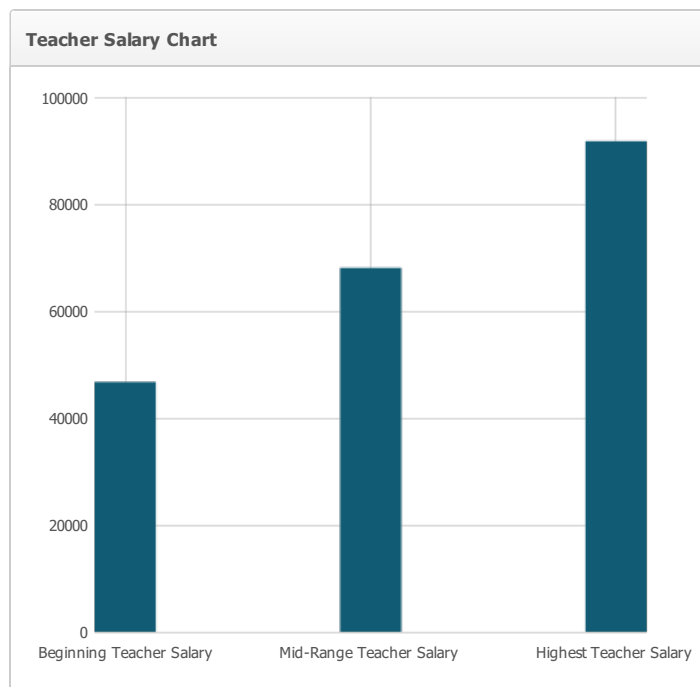
A supplemental service that is provided at the school to support and assist students is enrichment during the school day via the PTA's combined fundraising and SchoolCARE.

Last updated: 11/27/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,742	\$44,144
Mid-Range Teacher Salary	\$68,076	\$69,119
Highest Teacher Salary	\$91,763	\$86,005
Average Principal Salary (Elementary)	\$141,843	\$106,785
Average Principal Salary (Middle)	\$143,513	\$111,569
Average Principal Salary (High)	\$157,572	\$121,395
Superintendent Salary	\$211,638	\$178,104
Percent of Budget for Teacher Salaries	35.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 12/1/2017

Professional Development

The teaching faculty is offered four 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. Other faculty training came with the Curriculum Council/Elementary Writing Committee, which met four times in 2016-17, to adopt our new writing curriculum for grades TK-5 that is aligned with CCSS.

