

SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Marylin Avenue Elementary School

Grades TK-5
CDS Code 01-61200-6001317

Denise Nathanson
Principal
dnathanson@lvjUSD.k12.ca.us

800 Marylin Avenue
Livermore, CA 94551
(925) 606-4724

www.livermoreschools.org/marilyn

Para español, visita
www.livermoreschools.org

Livermore Valley Joint Unified School District

685 East Jack London Boulevard Livermore, CA 94551 ▪ www.livermoreschools.org
Kelly Bowers, Superintendent ▪ kbowers@lvjUSD.k12.ca.us ▪ (925) 606-3200

Core Values for Teaching and Learning

PREAMBLE

The Governing Board of the Livermore Valley Joint Unified School District (LVJUSD) embraces as our mission that each student will graduate with the skills needed to contribute and thrive in a changing world and pledges:

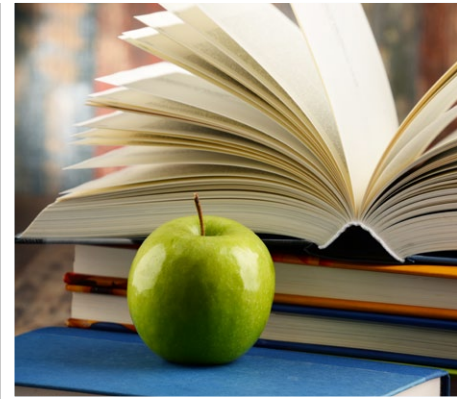
- To continually develop and support a high-quality staff that is committed to innovative teaching
- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students

CORE VALUES

In support of our District's mission, our Superintendent and staff will adhere to the following core values for teaching and learning:

- LVJUSD schools will be safe, inclusive and welcoming for all students and their families.
- LVJUSD will provide current, relevant and engaging instructional materials and strategies that allow students to personalize their educational experience.
- LVJUSD will deliver innovative teaching and professional development that ensures the highest quality instruction that is responsive to each student's needs.
- All LVJUSD students will have equitable access to a wide range of challenging and inspiring courses and specialized programs that prepare students for college and career.

Board Approved 6-26-18



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Principal's Message

Marylin Avenue Elementary School serves approximately 400 students in grades TK-5. There are 19 general education classroom teachers and two special education classes, plus more than 30 specialists and instructional assistants. Marylin Avenue is considered a neighborhood school with close ties to the community it serves. Marylin Avenue School is a Professional Learning Community that holds students to the highest academic and social standards. Teachers and parents share our mission, vision and values. Our school community is defined by collaboration and collective inquiry. The staff has created a highly effective leadership team and has successfully implemented a process of reform that includes examining best instructional practices and effective school characteristics and using data to institutionalize systematic change. Because of this reform process, student achievement continues to increase. Three books and several professional articles have been written documenting Marylin Avenue's past success.

Marylin Avenue is a place where parents and teachers turn aspirations into action and visions into reality. In November 2008, Victoria L. Bernhardt released her book *Data, Data Everywhere*, chronicling Marylin Avenue's success at using data for continuous school improvement. In June 2010, another book called *Data Teams Success Stories* by Kristin Anderson, devoted an entire chapter to Marylin Avenue's success story. In the winter of 2016, the school received a technology upgrade by providing each student in grades 3-5 a Chromebook laptop. The school utilizes these computers to enhance lessons by implementing blended learning, flipped classrooms and collaborating with students using Google Apps for Education. Students in grades K-2 share three carts containing 32 Chromebook laptops, with which they learn how to develop keyboarding and mouse navigation skills as well as research, creating presentations and composing essays. Students in grades 3-5 use these devices on a daily basis, while K-2 grades utilize the computer carts on a shared schedule for developing similar skills. Last year, we opened our STEAM (Science, Technology, Engineering, Art and Math) Lab through the support of various grants. Students have the opportunity to collaborate, investigate and engineer in order to create various projects from robotics, videography, sewing and coding. We are in year two of being a Leader In Me school where students and staff focus on the 7 Habits of Highly Effective People. This year students are creating personal and academic goals.

School Mission Statement

Our mission is for all to develop the confidence to take risks, to accept challenges and to succeed. Learning at Marylin Avenue Elementary School will empower all to achieve their personal best and to be respectful, thoughtful and independent learners.

School Vision Statement

Marylin Avenue Elementary School is a learning community that inspires all to embrace challenges, to persevere and thrive.

District Mission and Vision Statements

Each student will graduate with the skills needed to contribute and thrive in a changing world.

District Goals

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school to be college and/or career ready.

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Goal 3: Enhance parent and community engagement and communication.

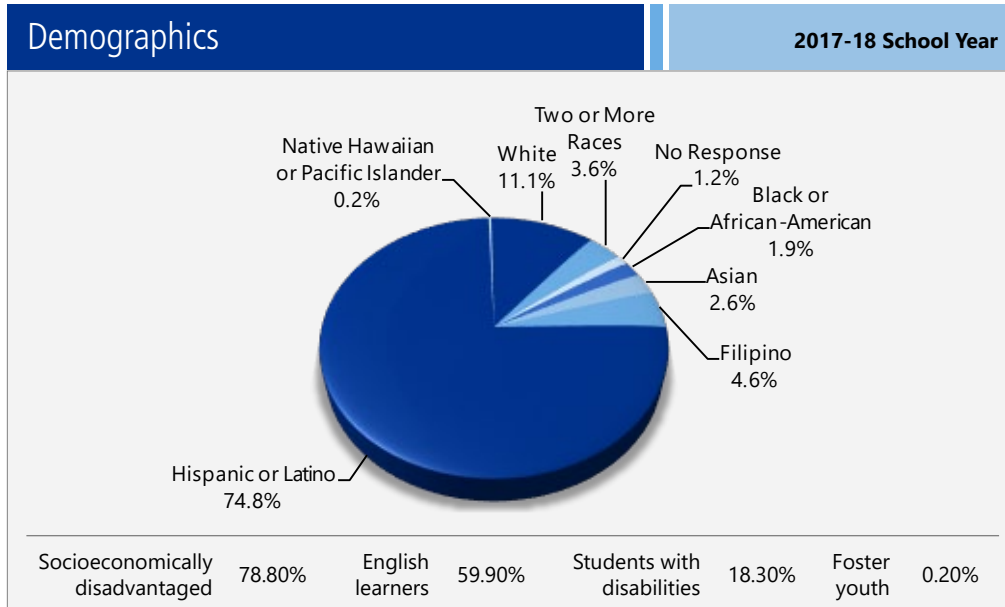


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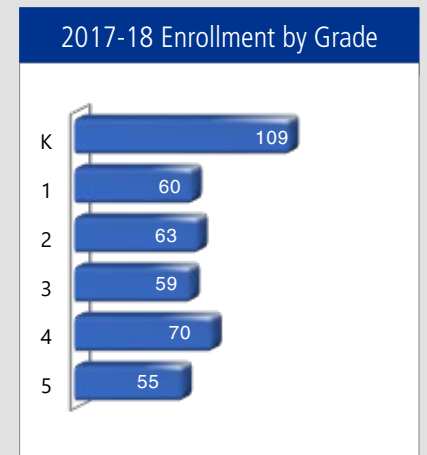
Enrollment by Student Group

The total enrollment at the school was 416 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement and oversee Migrant Education, Native American Education, Special Education, Gifted and Talented Education (GATE) program services; intervention; summer school; TriValley Teacher Induction Project (TV/TIP) and new teacher support; professional development; Peer Assistance and Review and staff development; and the English learner (EL) program.

District-level advisory committees, such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our district is implementing the LVJUSD Framework for Success. The framework includes multi-tiered systems of support for students' academic, behavioral and social emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore BELIEVES program at Marilyn Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing including program specialists, psychologists, therapists; professional development; transportation; and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education and professional development, supplemental instructional materials and support staff to ensure quality programs for English learner students.
- Title VI: American Indian funds are used for parent education, guest speakers, tutoring, cultural activities and incentives for Native American students.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Marilyn Avenue ES			
	15-16	16-17	17-18
Suspension rates	0.5%	1.5%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Livermore Valley JUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	3.4%	2.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

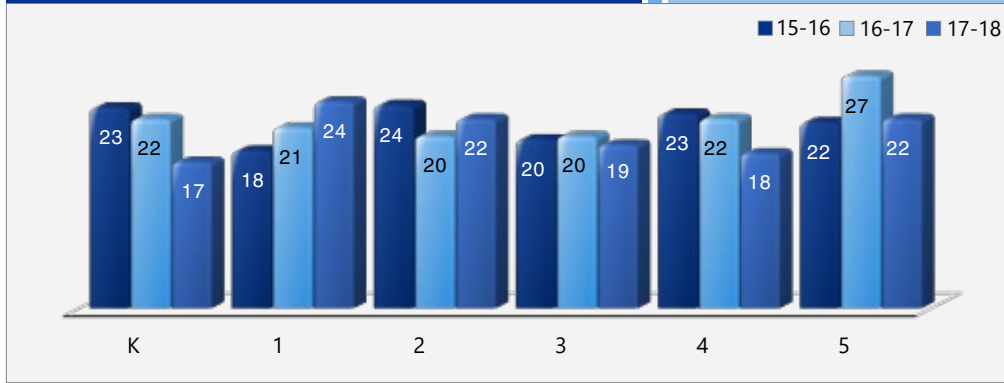
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Average Class Size

Three-Year Data



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Positive Learning Environment

Marylin Avenue School has a positive student climate emphasized by norms of behavior throughout the school and stressed in each classroom. Children are guided to develop a growth mindset about their own academic and social success, and the staff intentionally reinforces effort and recognizes growth and achievement. This is our second year as a Leader in Me school, promoting leadership skills in all of our students. Each class created a mission statement. This year we are focused on Aligning Academics where students, teachers, classrooms and the school create and monitor personal and academic goals.

Each month, grade levels take turns performing at our schoolwide spirit assembly where students and staff receiving various honors are recognized. In classrooms, teachers continuously recognize and celebrate effort, growth and achievement. The success of our students is a clear demonstration that all children feel safe and know that with effort they can get better at anything.

Number of Classrooms by Size

Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			4		3		
1	3				3			3	
2		3		3				3	
3	3			3			3		
4		3			3		3		
5	1	2			2			3	

Professional Development

Our district recognizes that each employee—classified, certificated and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator and staff member to further develop the appropriate knowledge, skills and practices required to create learning environments that allow all students to demonstrate high levels of achievement. Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve and enhance professional knowledge, practices and skills.

During the 2018-19 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

Professional Development Days

Three-Year Data

	2016-17	2017-18	2018-19
Marylin Avenue ES	3 days	3 days	3 days

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Marylin Avenue ES		Livermore Valley JUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Marylin Avenue ES		Livermore Valley JUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	39%	33%	61%	62%	48%	50%
Mathematics	36%	34%	49%	51%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Marylin Avenue ES
		Grade 5
Four of six standards		30.2%
Five of six standards		17.0%
Six of six standards		41.5%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education plan (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	177	175	98.87%	32.57%
Male	92	91	98.91%	23.08%
Female	85	84	98.82%	42.86%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	140	139	99.29%	29.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	21	20	95.24%	40.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	145	143	98.62%	30.77%
English learners	130	128	98.46%	28.13%
Students with disabilities	43	43	100.00%	6.98%
Students receiving Migrant Education services	15	15	100.00%	33.33%
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	179	175	97.77%	34.29%
Male	94	91	96.81%	29.67%
Female	85	84	98.82%	39.29%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	140	139	99.29%	30.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	22	20	90.91%	45.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	145	143	98.62%	32.17%
English learners	130	128	98.46%	29.69%
Students with disabilities	45	43	95.56%	4.65%
Students receiving Migrant Education services	15	15	100.00%	40.00%
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the state content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to state curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to state and district-adopted standards.

Our district reviews and adopts textbooks based on state and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

Our district's selection process includes a committee of teachers and administrators, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Benchmark Advance</i>	2018
Mathematics	<i>Investigations 3</i> , Pearson	2016
Science	<i>California Edition</i> , Macmillan/McGraw-Hill	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2018-19 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	10/2/2018



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	9/26/2018	
Date of the most recent completion of the inspection form	10/1/2018	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

For all items inspected that were found to not be in "good repair," a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Cleanliness	Signs of pests in front office. Sent in Maintenance right away, placed work order 94045.	
Electrical	Light out Room 12, 18. Operations Manager to speak to custodians.	
Restrooms/fountains	Boys restroom B wing stall out of order, Room 25 faucet spits water when ran from the anti-syphon top. Work order 91477, 94054.	
Safety	Fire extinguishers need to be checked. Operations Manager spoke to custodians 10/5/2018.	
External	Roofing needed over A and B wings. Has been a discussion with CVS and Bond.	

School Facilities

Marylin Avenue School was built in 1958 and has recently been remodeled. In addition to 25 renovated classrooms, offices and a multipurpose room, Marylin Avenue has a media center, computer room and two science classrooms.

Also housed on the Marylin Avenue campus are six portables used by adult education and four preschool classes, including a migrant education preschool.

During school hours, the Marylin campus is closed, and visitors enter and check in at our office in the front of the school. Staff members monitor playground, lunchroom and crosswalks in front of the school to ensure the safety of each child before and after school.

School Safety

Marylin Avenue School, in conjunction with the Livermore Valley Joint Unified School District, provides our students with a welcoming campus that is clean and in great condition. Staff, students and parent volunteers are proud of our campus. There are murals, cozy meeting areas, a garden with livestock and a welcoming parent center.

In addition to a campus that is welcoming, our staff and parents continually monitor ways in which we can maintain our positive environment. Through programs and activities such as monthly safety drills, student valet parking; antibullying and drug- and tobacco-prevention programs, our students know about positive lifestyles and are encouraged to follow them. Parents are encouraged to volunteer at school and must sign in and out through our electronic check in system that prints each volunteer a badge.

Our Marylin Safety Committee met and revised our plans for disaster and emergency situations to create a comprehensive site plan. Our Site Safety Committee meets monthly and the whole staff reviews and suggests improvements to the plan annually. Our students receive training in fire and earthquake drills on a monthly basis. The staff reviews their jobs annually and receives training as needed. Cameras will be installed later this school year.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018.



Marylin Avenue School Cheer

(a repeat after me)

Marylin Avenue is our school.

We're here to learn and be real cool.

Sound off!: 1, 2

Sound off!: 3, 4

Around the corner and down the street.

Marylin Avenue can't be beat!

Sound off!: 1, 2

Sound off!: 3, 4

1, 2, 3, 4

Continued on page 9

School Facilities

Continued from page 8

Last year, we installed solar panels on our playground providing shade for students and solar energy for our school. We are in the process of installing new playgrounds at the back of the school and the kindergarten playground.

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond.

Measure J funds will be used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: roofs, plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical Education (CTE) courses
- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. The LVJUSD Board of Education has adopted cleaning standards for all schools in the LVJUSD. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:

"The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home."

Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children's education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There are a range of opportunities for parents to engage with schools, including Parent Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the superintendent of schools meets with a representative of each school's parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of the district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the superintendent. Each school also has formal advisory groups including School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who represent other parents at the site and are critical in the development and monitoring of the Single Plan for Student Achievement (SPSA). A representative from each SSC serves on the district Local Control Accountability Plan (LCAP) Advisory Committee, and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

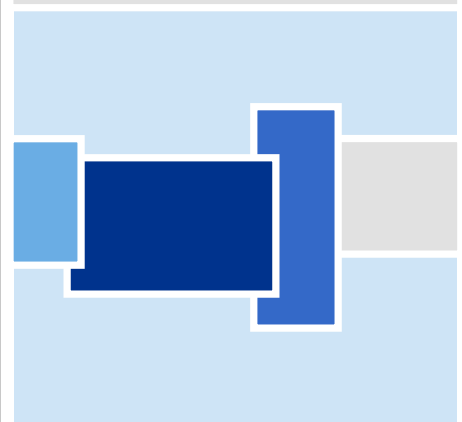
Marilyn Avenue has a full community service model of supporting students and family needs. Through the food bank, families can receive free groceries three times a week. Our Parent Resource Center provides workshops and links families to low- or no-cost medical and dental care. There are multiple family events that are funded annually to engage family participation, such as the Back to School BBQ, Parent Institutes, Thanksgiving Turkey Feast, Spring Ice Cream Social and End of Year Community Celebration. Our community liaison facilitates classes for families on a wide array of relevant topics. We invite family participation in our Site Safety Committee (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC) and Family Volunteer organizations. To facilitate communication with families, weekly updates are sent to families, email and phone blasts to families for special events and announcements and conferences are held with families twice a year to report student progress. Our Parent Teacher Organization (PTO) has reorganized to better support the students at our school. For more information on how to become involved, please contact Nancy Howe, PTO president at MarilynPTO@gmail.com.



Marilyn Avenue School Song

(Sung to It's a Grand Old Flag)

It's a Grand Old School
 It's a high-flying school
 It's a place where we all go to learn.
 A place to read,
 A place to write,
 A place that is really out of sight.
 Everyday is grand
 Cause we all lend a hand
 With a Spirit that is Marilyn's kind
 We will keep this Spirit all of our lives
 Marilyn Avenue is really fine!



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Livermore Valley JUSD	Marylin Avenue ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	648	26	24	25
Without a full credential	28	1	2	0
Teaching outside subject area of competence (with full credential)	11	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Marylin Avenue ES		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Substitute Teachers

LJVUSD maintains the continuity and quality of education by making every effort to hire credentialed substitutes or the highest caliber professional who has passed the California Basic Educational Skills Test (CBEST). In addition, substitute teachers hold college degrees and proper documentation to ensure they meet the California Commission on Teacher Credentialing requirements. The district human resources department monitors the substitute pool to ensure adequate availability of substitutes to cover staff absences. LJVUSD is fortunate to have both a committed group of retired educators and aspiring teachers ready to serve our students.

Teacher Evaluations

Permanent teachers are evaluated every other year unless under a five-year evaluation cycle. Teachers who have not reached permanent status are evaluated every year. The evaluation is specified in the collective bargaining agreement between our district and the Livermore Education Association. The evaluation is aligned to the California Standards for the Teaching Profession (CSTP). The teacher and the evaluator meet to formulate professional goals based on the six CSTPs. The teacher is observed by his or her evaluator, and at least two goal-setting conferences are held. Teachers who need to improve are assigned a mentor teacher as stipulated in the contract.

School Support Staff

The district provides the following support staff and programs to meet the needs of students, teachers, parents and administrators: school community liaison, child welfare and attendance specialists, school psychologists, behaviorists, speech therapists, specialist for the hearing impaired, Resource Specialist Program (RSP), Registered Behavior Technicians (RBT), Special Services Preschool, special day classes (SDC), special education instructional aides, special education program specialists, adaptive physical education instructors, occupational therapists, high school counselors, school nurses, health aides, English learner (EL) program, Spanish and English Dual Immersion program, Migrant Education program, International Baccalaureate, interpreters and translators, bilingual instructional aides, curriculum specialists, Title I resource teachers, Title I instructional aides, and summer school programs.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.79
Psychologist	0.80
Social worker	0.00
Nurse	0.40
Speech/language/hearing specialist	1.40
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Livermore Valley JUSD	Similar Sized District
Beginning teacher salary	\$41,057	\$49,512
Midrange teacher salary	\$75,629	\$77,880
Highest teacher salary	\$92,297	\$96,387
Average elementary school principal salary	\$126,800	\$123,139
Average middle school principal salary	\$131,135	\$129,919
Average high school principal salary	\$131,175	\$140,111
Superintendent salary	\$314,959	\$238,324
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

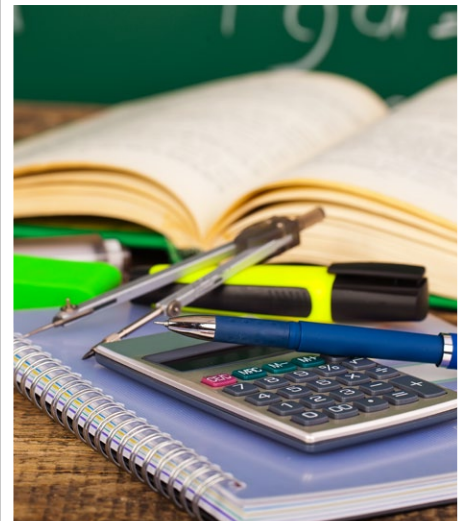
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Marilyn Avenue ES	\$7,490	\$76,259
Livermore Valley JUSD	\$6,925	\$75,636
California	\$7,125	\$79,665
School and district: percentage difference	+8.2%	+0.8%
School and California: percentage difference	+5.1%	-4.3%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$9,985
Expenditures per pupil from restricted sources	\$2,495
Expenditures per pupil from unrestricted sources	\$7,490
Annual average teacher salary	\$76,259



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.