John Marshall Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Vivian Ekchian
Email Address	vekchian@gusd.net
Website	www.gusd.net

| School Contact Information (School Year 2019—20)	
School Name	John Marshall Elementary
Street	1201 East Broadway
City, State, Zip	Glendale, Ca, 91205-1407
Phone Number	818-242-6834
Principal	Juanita Shahijanian, Principal
Email Address	jshahijanian@gusd.net
County-District-School (CDS) Code	19645686013775

Last updated: 12/31/2019

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

Our positive school culture is contained in our school's mission statement: "John Marshall Elementary is a culturally diverse and caring community with dedicated and nurturing staff who are committed to a school environment preparing all students for their future." Our purpose statement is at the core of every decision we make as individuals and as a school community. We truly believe that all children can and will learn. Staff and faculty provide all children with a safe, nurturing and rigorous academic program that allows individuals to flourish in their own unique way. Marshall Elementary works collaboratively to ensure the success of all students both academically and socially. With a laser focus on maintaining a positive school culture and learning environment, we ensure our diverse population comprised of English Learners, socioeconomically disadvantaged, Students with Disabilities, and At-Risk students learn the skills to become successful members of our community. Our numerous immigrant, high poverty families are provided various resources so that all students gain the foundation to prepare them for their future endeavors. We believe our commitment exemplifies and instills in our students that "PAWS~Positive Attitudes Will Succeed!"

Last updated: 1/10/2020

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

Grade Level	Number of Students
Kindergarten	115
Grade 1	90
Grade 2	71
Grade 3	78
Grade 4	73
Grade 5	73
Total Enrollment	500
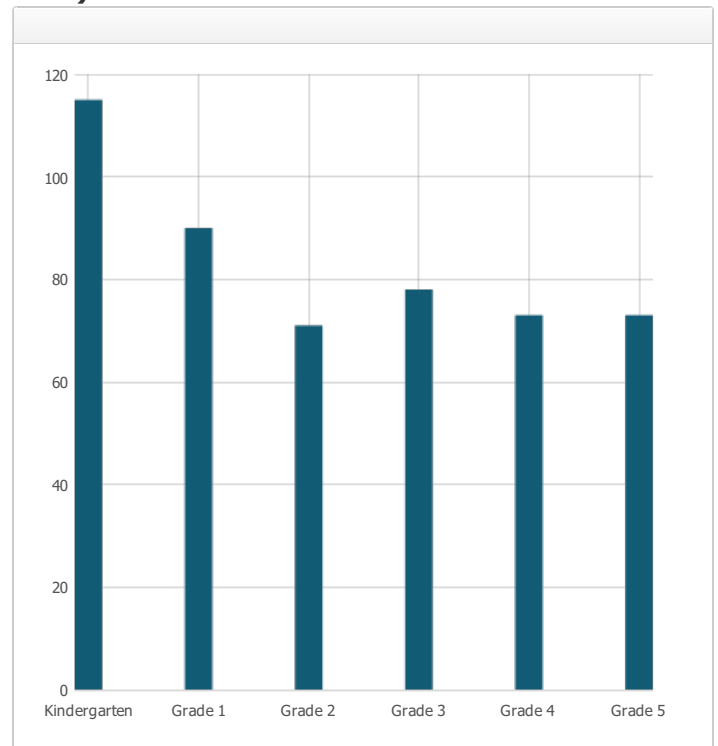
Last updated: 1/25/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	%
Asian	1.60 %
Filipino	8.60 %
Hispanic or Latino	20.20 %
Native Hawaiian or Pacific Islander	%
White	69.00 %
Two or More Races	0.20 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.20 %
English Learners	54.00 %
Students with Disabilities	12.40 %
Foster Youth	%
Homeless	14.00 %

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	24	24	25	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	63
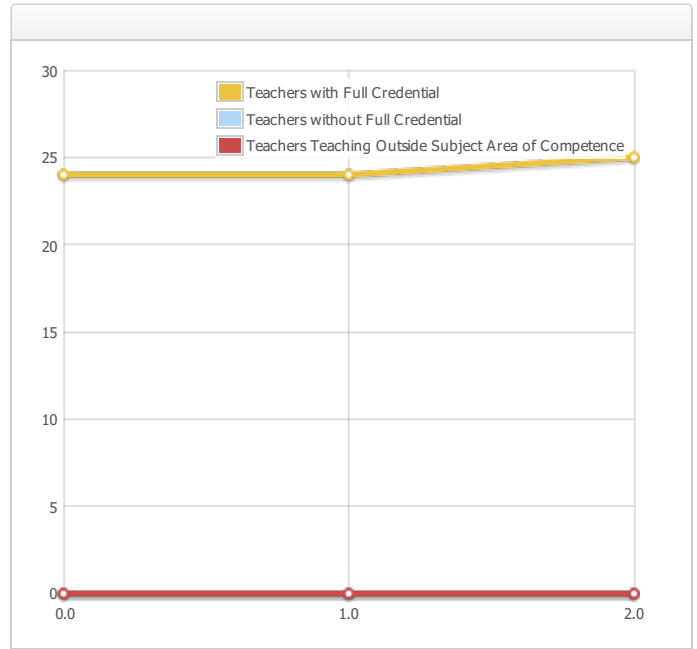
Last updated: 1/16/2020

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.

Last updated: 1/16/2020

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

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2018	Yes	0.00 %
Mathematics	enVision Math 2.0	Yes	0.00 %
Science	MacMillian McGraw-Hill – California Science/2007	Yes	0.00 %
History-Social Science	Harcourt – Reflections: California Series/2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
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: 1/10/2020

School Facility Conditions and Planned Improvements

Originally constructed in 1887, Marshall Elementary School is currently situated on 3.77 acres, and comprised of 30 classrooms, a library, computer lab, a cafeteria, an auditorium, a literacy lab, a kindergarten playground, grassy fields, the main playground, and administrative offices. Measure K funding completed the renovation of the cafeteria in 2006 and the auditorium, 15 classrooms and the courtyard were completed in March of 2008. Transitional Kindergarten playground was fully renovated with new play structure on October 2019.

Last updated: 1/13/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 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	Fair	
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: December 2019

Overall Rating	Good

Last updated: 12/31/2019

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)	48.0%	52.0%	63.0%	64.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	43.0%	53.0%	55.0%	38.0%	39.0%

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.

Last updated: 1/25/2020

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	218	210	96.33%	3.67%	51.90%
Male	114	112	98.25%	1.75%	50.89%
Female	104	98	94.23%	5.77%	53.06%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	17	16	94.12%	5.88%	75.00%
Hispanic or Latino	36	36	100.00%	0.00%	44.44%
Native Hawaiian or Pacific Islander					
White	160	153	95.63%	4.37%	50.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	197	189	95.94%	4.06%	48.15%
English Learners	162	154	95.06%	4.94%	45.45%
Students with Disabilities	22	21	95.45%	4.55%	23.81%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	32	27	84.38%	15.62%	55.56%

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: 1/25/2020

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	219	218	99.54%	0.46%	42.66%
Male	114	114	100.00%	0.00%	51.75%
Female	105	104	99.05%	0.95%	32.69%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	17	17	100.00%	0.00%	41.18%
Hispanic or Latino	36	36	100.00%	0.00%	30.56%
Native Hawaiian or Pacific Islander					
White	160	160	100.00%	0.00%	45.63%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	198	197	99.49%	0.51%	40.10%
English Learners	162	162	100.00%	0.00%	41.98%
Students with Disabilities	22	22	100.00%	0.00%	18.18%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	33	32	96.97%	3.03%	31.25%

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: 1/25/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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.

Last updated: 1/25/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

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 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	6.80%	28.80%	57.50%

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.

Last updated: 1/28/2020

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)

Parent involvement at John Marshall Elementary School is key to our students' success. Parents volunteer in the classroom regularly, participate in School Site council, the English Language Acquisition Committee, district advisory committees, and school events such as Movie Night, Jingle Jam and End of School Dance. Each year, parents are encouraged to participate in activities and events to learn how to support their child's education at home. Parents receive our PRIDE award (Parents Really Involved and Dedicated to Education) for their unwavering assistance to our classrooms.

State Priority: Pupil Engagement

Last updated: 1/10/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
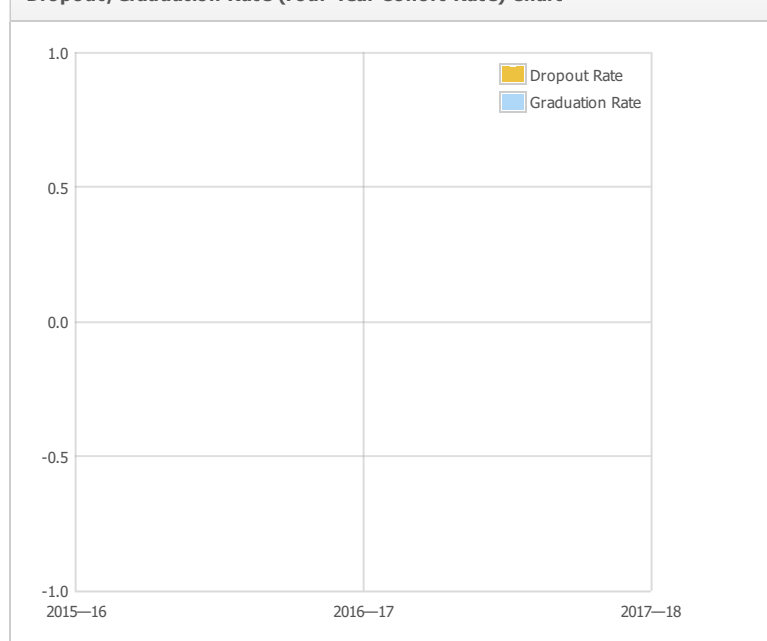
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	3.20%	9.70%
Graduation Rate	--	92.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	3.50%	3.00%	9.10%	9.60%
Graduation Rate	--	--	89.20%	89.80%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web

page at https://www.cde.ca.gov/ta/ac/sa/.

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	1.10%	0.60%	0.90%	2.60%	2.00%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/25/2020

School Safety Plan (School Year 2019—20)

Safety of all staff and student is top priority. The school is secured during the school day with all visitors entering through the front door, which is monitored by office staff. With the completion of the Measure K Modernization in 2008 the school is equipped with security cameras throughout the campus. All visitors to the school are required to sign in at the front office and obtain a pass to enter the school. School utilizes Raptor visitor management system, using a valid driver's license or government issued ID to electronically sign in visitors and volunteers. This better allows us to track visitors when entering and leaving campus. to Administrators, noon duty supervisors, campus supervisors and teachers supervise students at breaks, lunch, and before and after school.

The School Site Safety Plan is evaluated and revised annually by members of the Site Safety Committee; all revisions are shared immediately with staff members. Key elements of the plan include; Child abuse reporting procedures, teacher notification of dangerous pupils' procedures, disaster response procedures, procedures of safe ingress and egress from school, sexual harassment policy, and dress code policy. In addition, we use the Second Step Violence Prevention Program at all grade levels to reduce the frequency of harassment and bullying.

The School is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are conducted on a regular basis throughout the school year. During faculty meetings and at our School Site Council (SSC) meetings, we review the Safety Plan and provide suggestions to ensure that the safety of our students is our priority. The school grounds undergo a monthly safety inspection of all equipment and playground areas, performed by our custodian and principal. We have a Facility Regional Maintenance Supervisor who assists on safety walks as well. Our goal is to provide before and after school safety in the drop-off lane to ensure a safe entrance and exit from cars. We participate regularly in disaster preparedness training, evacuation procedures, and lock down procedures in case of unsafe happenings in the neighborhood. All staff members are assigned a specific job in campus incident command. We are prepared with food and water in the event of a natural disaster, or an occurrence where we would have to be on campus for several days.

Last updated: 1/13/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		5	
1	23.00		3	
2	22.00	1	2	
3	18.00	3	2	
4	36.00			1
5	33.00			3
6				
Other**	9.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	4	3	
1	24.00		3	
2	25.00		3	
3	18.00	2	2	
4	37.00			2
5	31.00		2	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	3	3	
1	23.00	1	2	
2	25.00		3	
3	24.00		3	
4	27.00	1		2
5	37.00			2
6				
Other**	12.00	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**
Counselors*	0.00

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

Last updated: 1/25/2020

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	
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.

Last updated: 1/21/2020

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	$8202.00	$1924.00	$6278.00	$86515.00
District	N/A	N/A	$5998.00	$84419.00
Percent Difference – School Site and District	N/A	N/A	4.56%	2.45%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	-17.83%	4.87%

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

Last updated: 1/26/2020

Types of Services Funded (Fiscal Year 2018—19)

A combination of state and federal funding is used to cover all aspects of our instructional program. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Our GATE program is offered to fourth and fifth graders. Students who meet the qualification criteria for the GATE program receive classroom instruction that is differentiated to meet their unique needs. Classes in various curricular areas are offered after school hours for our GATE students and qualified instructors teach the classes.

Last updated: 1/10/2020

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,718	$48,612
Mid-Range Teacher Salary	$74,790	$74,676
Highest Teacher Salary	$103,874	$99,791
Average Principal Salary (Elementary)	$124,470	$125,830
Average Principal Salary (Middle)	$136,644	$131,167
Average Principal Salary (High)	$149,424	$144,822
Superintendent Salary	$255,000	$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
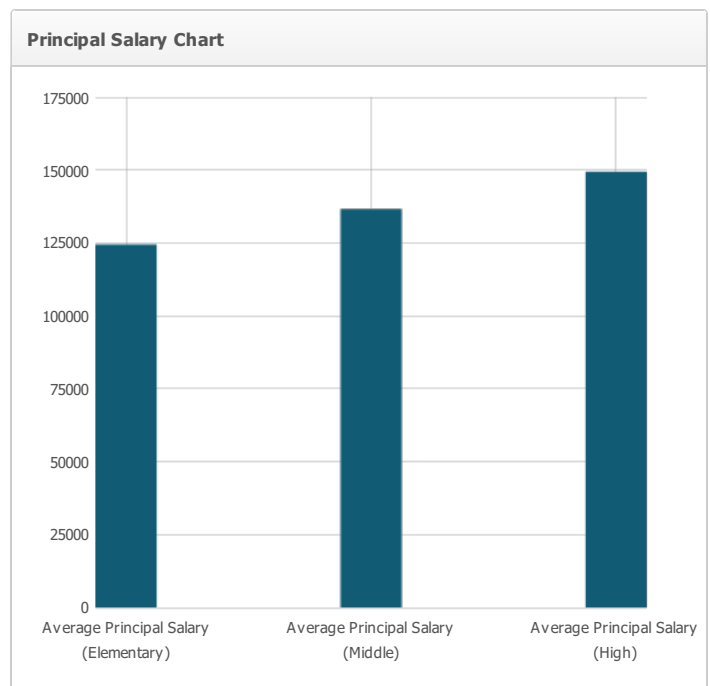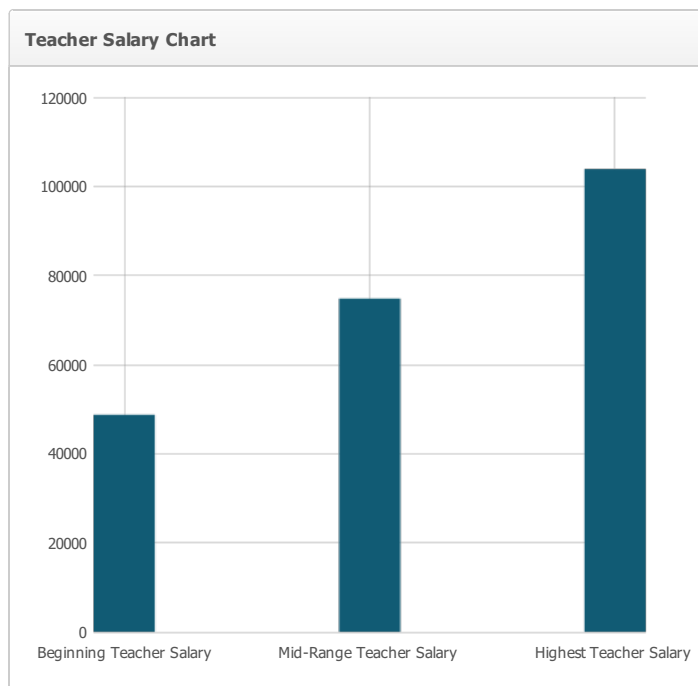
Last updated: 1/25/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Last updated: 1/13/2020