

John Marshall Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
School Name	John Marshall Elementary
Street	1201 East Broadway
City, State, Zip	Glendale, Ca, 91205-1407
Phone Number	818-242-6834
Principal	Carla Walker, Principal
E-mail Address	cwalker@gusd.net
County-District-School (CDS) Code	19645686013775

Last updated: 1/6/2016

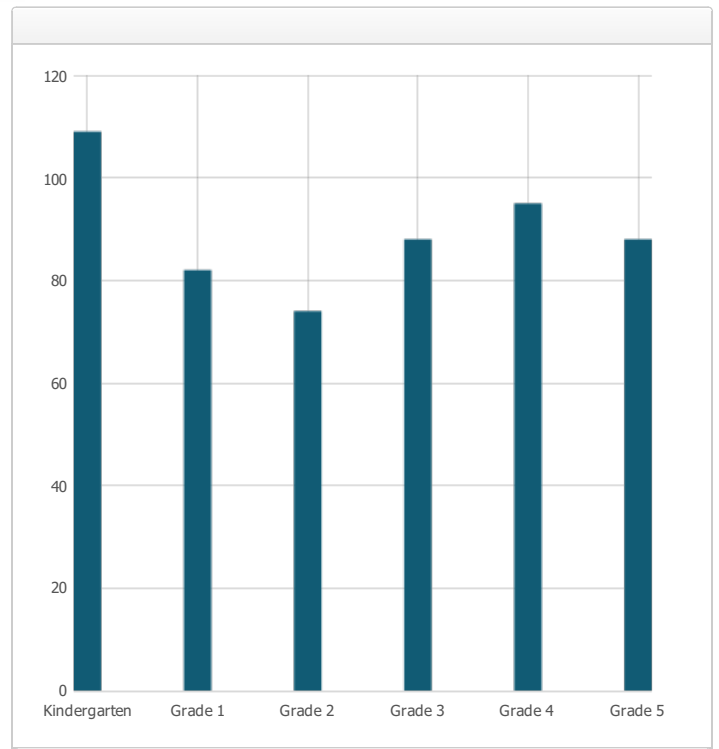
School Description and Mission Statement - Most Recent Year

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: 1/6/2016

Student Enrollment by Grade Level (School Year 2014-15)

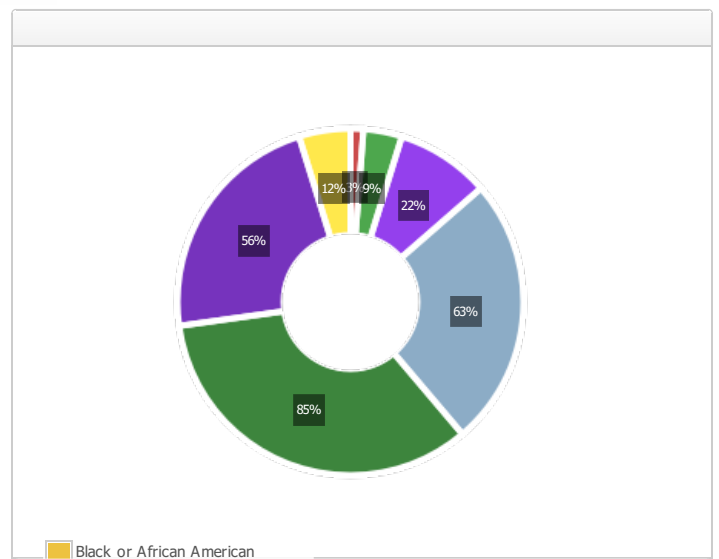
Grade Level	Number of Students
Kindergarten	109
Grade 1	82
Grade 2	74
Grade 3	88
Grade 4	95
Grade 5	88
Total Enrollment	536



Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.0 %
Asian	3.4 %
Filipino	9.1 %
Hispanic or Latino	22.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	63.6 %
Two or More Races	0.7 %
Socioeconomically Disadvantaged	85.4 %
English Learners	56.5 %
Students with Disabilities	12.7 %
Foster Youth	0.6 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/6/2016

A. Conditions of Learning

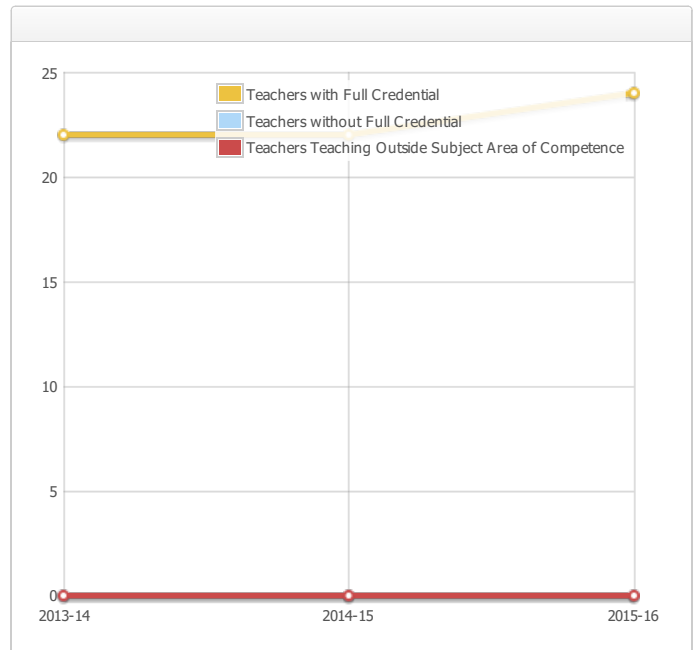
State Priority: Basic

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

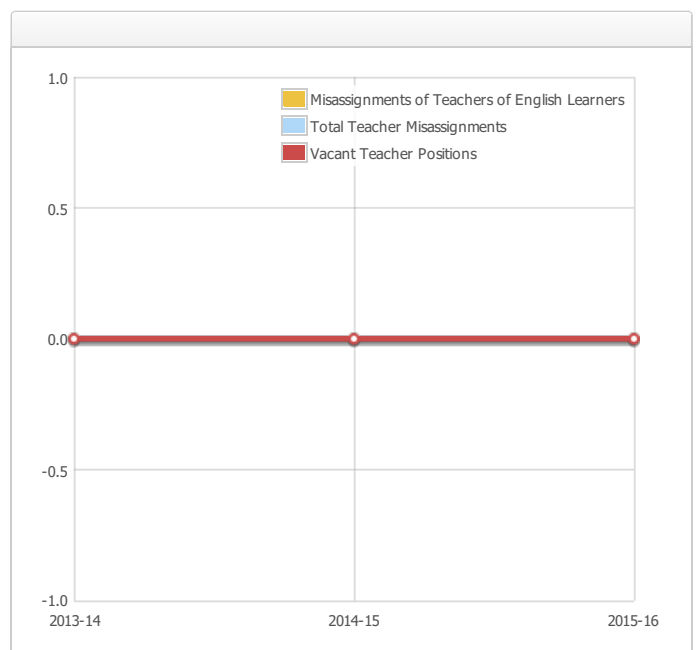
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	22	24	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/6/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt- Excursions-California/2012	Yes	0.0 %
Mathematics	MacMillian McGraw-Hill - Everyday Mathematics/1997	Yes	0.0 %
Science	MacMillian McGraw-Hill- California Science/2007	Yes	0.0 %
History-Social Science	Harcourt - Reflections: California Series/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/6/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Originally constructed in 1935, 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. The campus is beautiful!

Last updated: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	repair floor in store room
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	fix light in 3 rooms
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	repair sink in boys' restroom
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	repair wall under window in Nurse Office
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	31.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	27.0%	27.0%	29.0%	17.0%
Male	83	41	49.4%	27.0%	32.0%	22.0%	20.0%
Female	83	41	49.4%	27.0%	22.0%	37.0%	15.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	83	2	2.4%	--	--	--	--
Filipino	83	9	10.8%	--	--	--	--
Hispanic or Latino	83	11	13.3%	18.0%	36.0%	27.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	60	72.3%	33.0%	23.0%	28.0%	15.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	83	74	89.2%	27.0%	28.0%	28.0%	16.0%
English Learners	83	41	49.4%	41.0%	29.0%	20.0%	10.0%
Students with Disabilities	83	6	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	94	94.9%	35.0%	19.0%	34.0%	11.0%
Male	99	50	50.5%	42.0%	22.0%	26.0%	10.0%
Female	99	44	44.4%	27.0%	16.0%	43.0%	11.0%
Black or African American	99	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	99	3	3.0%	--	--	--	--
Filipino	99	9	9.1%	--	--	--	--
Hispanic or Latino	99	24	24.2%	42.0%	25.0%	25.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	99	57	57.6%	37.0%	18.0%	33.0%	11.0%
Two or More Races	99	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	99	83	83.8%	33.0%	20.0%	35.0%	12.0%
English Learners	99	42	42.4%	48.0%	21.0%	19.0%	12.0%
Students with Disabilities	99	7	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	87	97.8%	31.0%	31.0%	30.0%	8.0%
Male	89	45	50.6%	36.0%	31.0%	24.0%	9.0%
Female	89	42	47.2%	26.0%	31.0%	36.0%	7.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	89	3	3.4%	--	--	--	--
Filipino	89	6	6.7%	--	--	--	--
Hispanic or Latino	89	20	22.5%	40.0%	40.0%	20.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	56	62.9%	34.0%	27.0%	29.0%	11.0%
Two or More Races	89	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	89	77	86.5%	34.0%	29.0%	30.0%	8.0%
English Learners	89	38	42.7%	45.0%	24.0%	24.0%	8.0%
Students with Disabilities	89	9	10.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	83	100.0%	28.0%	25.0%	34.0%	13.0%
Male	83	42	50.6%	21.0%	31.0%	33.0%	14.0%
Female	83	41	49.4%	34.0%	20.0%	34.0%	12.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	83	2	2.4%	--	--	--	--
Filipino	83	9	10.8%	--	--	--	--
Hispanic or Latino	83	11	13.3%	45.0%	27.0%	18.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	61	73.5%	28.0%	26.0%	33.0%	13.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	83	74	89.2%	27.0%	27.0%	32.0%	14.0%
English Learners	83	41	49.4%	34.0%	29.0%	32.0%	5.0%
Students with Disabilities	83	6	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	97	98.0%	32.0%	36.0%	24.0%	6.0%
Male	99	52	52.5%	38.0%	35.0%	21.0%	6.0%
Female	99	45	45.5%	24.0%	38.0%	27.0%	7.0%
Black or African American	99	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	99	3	3.0%	--	--	--	--
Filipino	99	9	9.1%	--	--	--	--
Hispanic or Latino	99	24	24.2%	38.0%	46.0%	13.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	99	59	59.6%	31.0%	36.0%	27.0%	3.0%
Two or More Races	99	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	99	83	83.8%	33.0%	36.0%	24.0%	7.0%
English Learners	99	42	42.4%	45.0%	33.0%	17.0%	5.0%
Students with Disabilities	99	7	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	88	98.9%	42.0%	41.0%	13.0%	5.0%
Male	89	46	51.7%	37.0%	41.0%	13.0%	9.0%
Female	89	42	47.2%	48.0%	40.0%	12.0%	0.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	89	3	3.4%	--	--	--	--
Filipino	89	6	6.7%	--	--	--	--
Hispanic or Latino	89	20	22.5%	60.0%	40.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	57	64.0%	35.0%	44.0%	18.0%	4.0%
Two or More Races	89	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	89	77	86.5%	40.0%	44.0%	12.0%	4.0%
English Learners	89	38	42.7%	50.0%	34.0%	11.0%	5.0%
Students with Disabilities	89	9	10.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	56.0%	67.0%	62.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	62.0%
Male	75.0%
Female	48.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	36.0%
Native Hawaiian or Pacific Islander	--
White	66.0%
Two or More Races	--
Socioeconomically Disadvantaged	62.0%
English Learners	58.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

State Priority: Other Pupil Outcomes

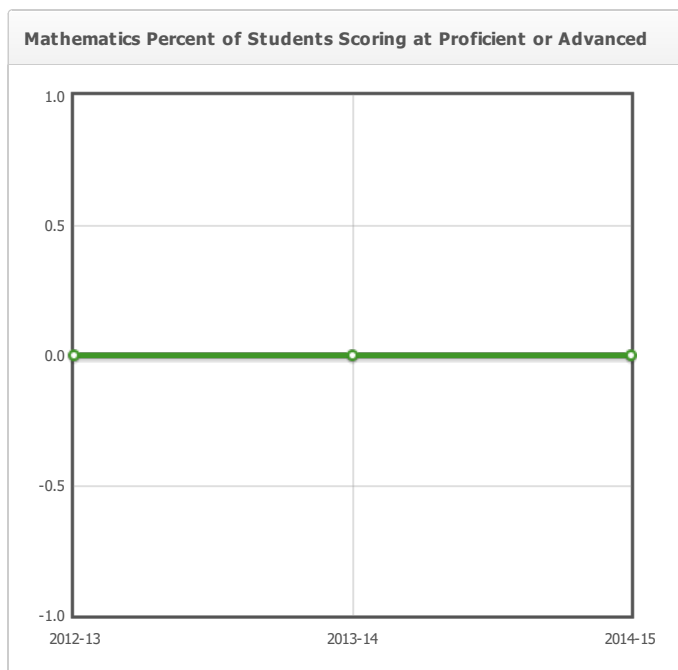
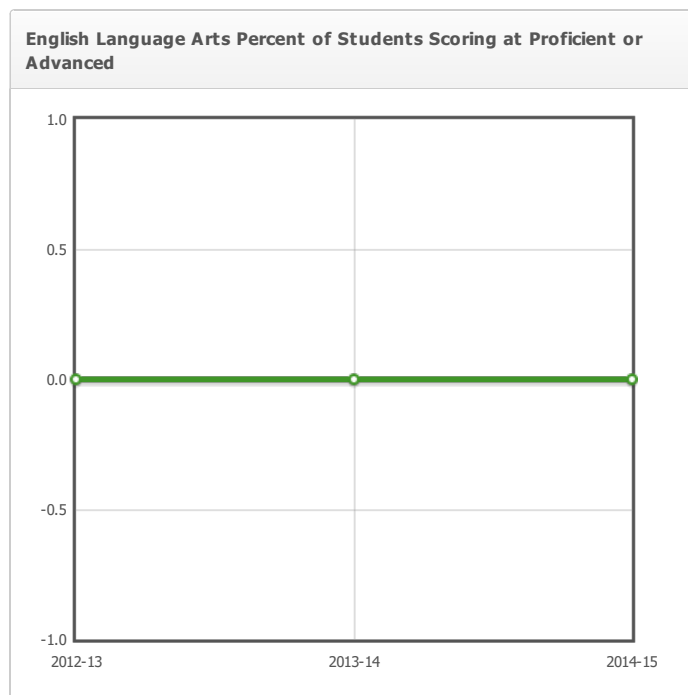
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/6/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.0%	30.7%	53.4%

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: 1/6/2016

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 - Most Recent Year

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 and our Parent Teacher Association. Each year, parents are encouraged to participate in activities and events to learn how to support their child's education at home. Upon entering Marshall Elementary School, parents are visible and actively involved in the daily activities of the school program. 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: 1/6/2016

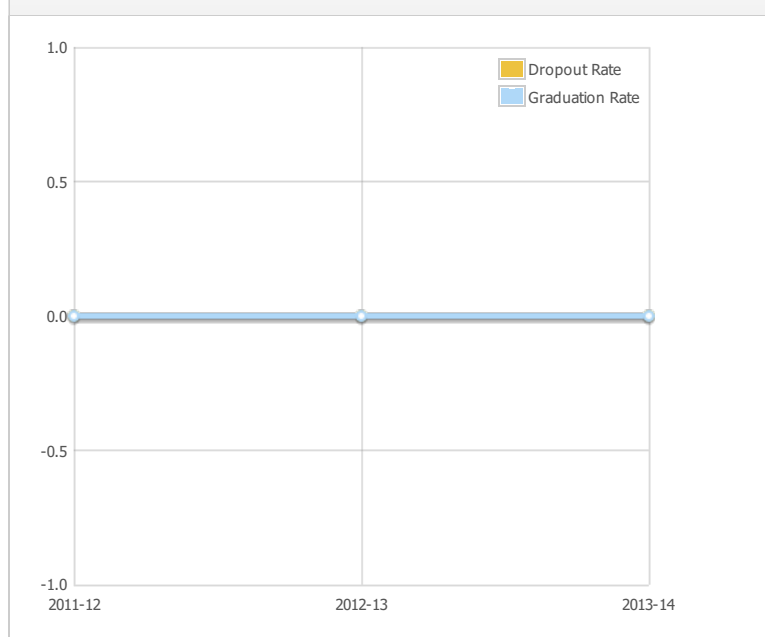
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

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



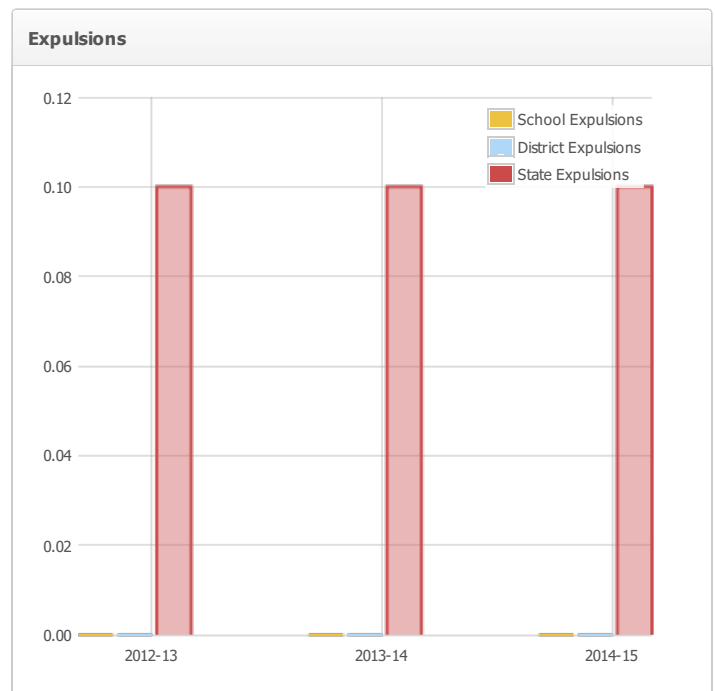
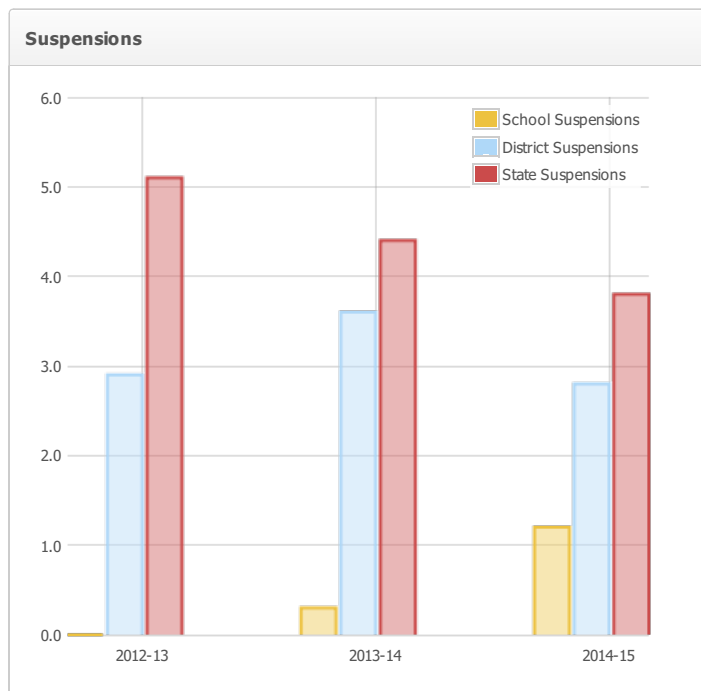
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.3	1.2	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/6/2016

School Safety Plan - Most Recent Year

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. 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 lockdown 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: 1/6/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/6/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/6/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	22.0	1	4		20.0	3	3		23.0		5	
1	24.0		3		24.0		1		25.0		2	
2	23.0		4		25.0		3		26.0		2	
3	23.0		4		23.0	1	4		23.0	1	4	
4	32.0		1	1	36.0			2	36.0			2
5	29.0	1	1	2	35.0			3	37.0			3
6												
Other	12.0	1			25.0		1		13.0	2		

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

Last updated: 1/6/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6343.0	\$1457.0	\$4886.0	\$78342.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/6/2016

Types of Services Funded (Fiscal Year 2014-15)

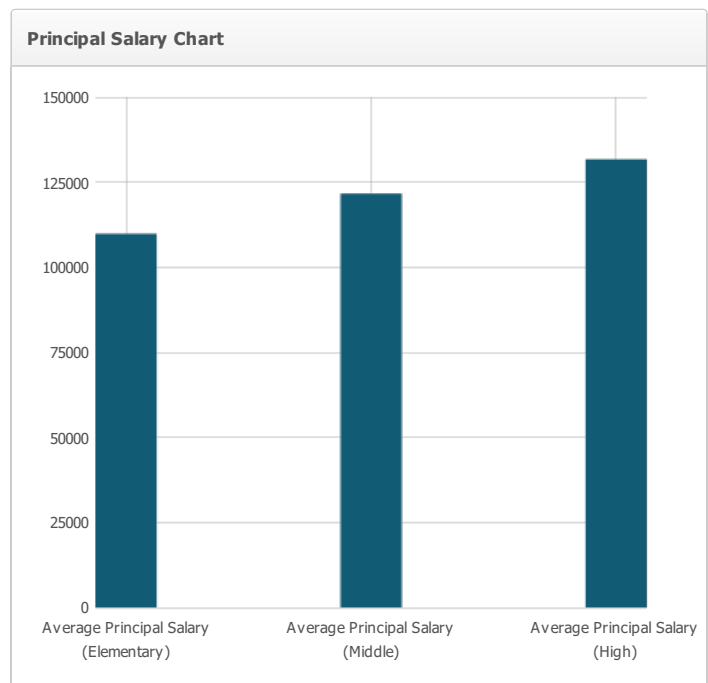
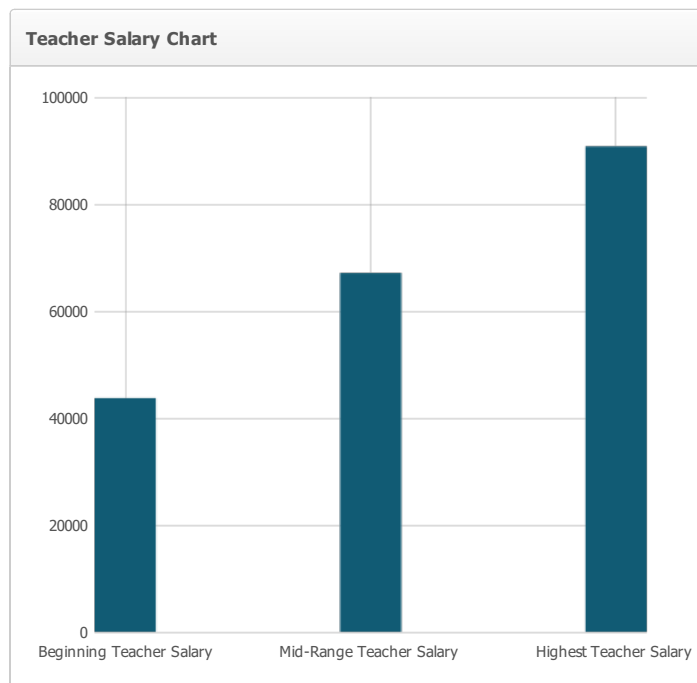
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs 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. GATE students participated in a Robotics Program and our team competed locally with other Robotics teams.

Last updated: 1/6/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/6/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016