



Glendale Unified School District

"Excellence is Worth the Effort"

John Marshall Elementary School

A California Distinguished School

2001-2002 Annual School Report Card

1201 E. Broadway, Glendale, CA 91205-1407

(818) 242-6834

Kindergarten through Sixth Grade

www.glendale.k12.ca.us

School Administration

Barbara Mikolasko, Principal

Jane Hale, Assistant Principal

2001-02 Board of Education

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Mary Boger, Member

District Administration

James R. Brown

Superintendent

Dr. Joann Merrick

Deputy Superintendent,

Glendale Cluster

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Principal's Message

I'd like to welcome you to the John Marshall Elementary School Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis of such pride with you. The opportunity to do so has presented itself in the form of compliance with state legislation, more specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of John Marshall Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

We are very proud of our many accomplishments at John Marshall Elementary School. Our Academic Performance Index (API) continues to climb. In addition, during the 2001-02 school year we were recognized as a California Distinguished School and a California Title I Achieving School. These awards are given to a select group of elementary schools every other year.



Our primary goal for 2002-03 is to improve student writing with the implementation of a writing programs called "Write From the Beginning." We also will continue to focus our attention on standards-based instruction and continued API gains.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting John Marshall Elementary School in making our students' experiences here, not only memorable, but also enjoyable.

-- Barbara Mikolasko
Principal

Mission Statement

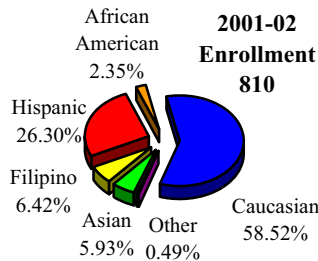
The mission statement of John Marshall Elementary School, a culturally diverse and caring community, with a dedicated nurturing staff, will ensure that all students will be achieving their full potential, and will be responsible, respectful, and healthy members of the community through a student-focused, meaning-centered environment, which will encourage life long learning.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages.

National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestlé USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros. Animation. The quaint downtown area of the city is unique for its social environment, beautiful landscaping, and dramatic towering office buildings.



The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year-round and traditional calendar systems, complimented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

The John Marshall Elementary School community is located in the heart of Glendale, serving more than 800 kindergarten through sixth grade students. The student population includes 61 percent English Language Learners and 80 percent who are eligible for free or reduced-price meals. Operating on a year-round calendar system, the educational programs are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Discipline & Climate for Learning

Students at John Marshall Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of John Marshall Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by John Marshall Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such

as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Perfect Attendance
- Student of the Month
- Academic Excellence (Monthly)
- Greatest Improvement (Monthly)
- Student Council
- Off-Track Student Helper
- Cafeteria Helper
- Orchestra

Special recognition is given for specific accomplishments and levels of achievement:

- Presidential Physical Fitness Awards
- Presidential Academic Achievement Award

John Marshall Elementary School has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Marshall Elem.			GUSD		
	00	01	02	00	01	02
Suspensions (#)	20	21	27	4,444	3,647	3,425
Suspensions (%)	2.33	2.41	3.33	14.63	12.03	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, clubs, and programs include:

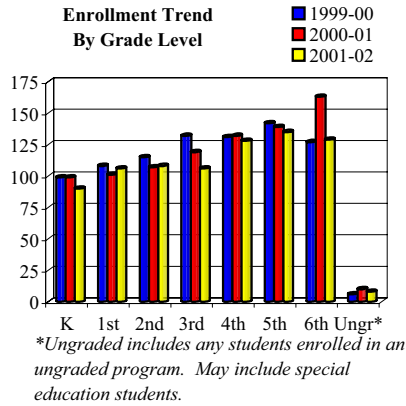
- Student Council
- Book It
- Chorus
- LINKS After-School Program
- Newspaper Club

Homework

John Marshall Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at John Marshall Elementary School has decreased by 5.8%. Schoolwide enrollment at the beginning of the 2001-02 school year was 810 students. John Marshall Elementary School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

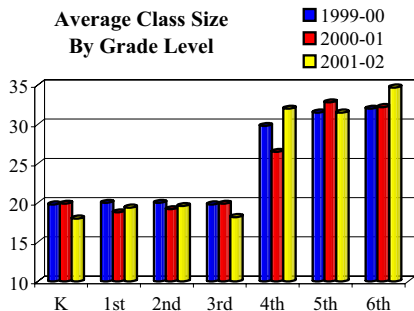


Regular attendance at John Marshall Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for John Marshall Elementary School was 95.60%.

Glendale Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

John Marshall Elementary School maintained a schoolwide average class size of 23 students and a student/teacher ratio of 22:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2001-02 school year 100% of all K-3 classrooms participated in this program.

Class Size Distribution
Number of Classrooms by Size

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	5	7	5	0	0	0	0	0	0
1st	5	6	5	0	0	0	0	0	0
2nd	4	6	5	0	0	0	0	0	0
3rd	5	7	5	0	0	0	0	0	0
4th	0	0	0	2	2	3	2	0	1
5th	0	0	0	1	0	4	3	5	0
6th	0	0	0	1	0	0	3	4	3
K-3	4	2	3	0	0	0	0	0	0
4th-8th	1	1	1	1	0	0	0	1	1

Instructional Time

During the 2001-02 school year, all instructional time offered at John Marshall Elementary School either met or exceeded state requirements. All students in grades kindergarten through sixth grade receive instruction in computer lab and instrumental music in addition to the core subjects. John Marshall Elementary School provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

**Instructional Minutes
by Grade Level & Track**

	Minutes Required	Actual Minutes
K		
Track A	36,000	47,087
Tracks B & C	36,000	47,020
Track D	36,000	47,073
1st-3rd		
Track A	50,400	50,877
Tracks B & C	50,400	50,824
Track D	50,400	50,837
4th-6th		
Track A	54,000	54,522
Track B & C	54,000	54,442
Track D	54,000	54,455

For the 2001-02 school year, John Marshall Elementary School offered 180 days of instruction comprised of 174 regular days and 6 minimum days for track A and 173 regular days and 7 minimum days for tracks B, C and D. Minimum days are used for Back to School Night, track changes, and report card preparation. Each Wednesday is a "Banking Day." Students are dismissed from school one hour earlier in the afternoon. The "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month can be used for ad hoc meetings or classroom planning.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test. A pool of over 300 qualified substitutes is available to Glendale's schools.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at John Marshall Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergartners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002

	Math		Writing	
	01	02	01	02
K	90	93	42	74
1st	73	74	23	67
2nd	84	72	58	80
3rd	59	89	79	82
4th	46	50	53	67
5th	33	44	58	52
6th	27	25	60	44

Meeting Grade Level Standards % of Students At or Above Proficiency Level

Language Arts			Math		
00	01	02	00	01	02
47	51	65	50	59	67

Standardized State Testing

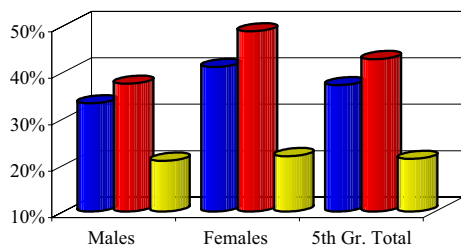
John Marshall Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, John Marshall Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**Students In Healthy Fitness Zone
Spring 2001**

■ Marshall Elem.
■ Glendale USD
■ California



Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average

Grade Year Ending	Reading																																																																					
	2		3		4		5		6		2		3		4		5		6																																																			
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02																																																	
Marshall Elem.	35	47	47	39	40	50	29	35	37	29	34	37	41	34	36	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48																									
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60	45	57	50	56	40	58	51	50	59	57	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60	45	57	50	56	40	58	51	50	59	57	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
Marshall Elem.	54	65	65	51	56	69	46	56	59	49	52	62	60	52	56	45	57	50	56	40	58	51	50	59	57	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56															
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73	45	57	50	56	40	58	51	50	59	57	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56															
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60	45	57	50	56	40	58	51	50	59	57	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56															
Marshall Elem.	52	65	56	48	50	61	40	47	57	38	41	59	50	37	52	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49																									
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49																																								
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49																																																							

SAT-9 Disaggregated Results 2001 % At or Above National Average

Gender	Reading																		Math																							
	2		3		4		5		6		2		3		4		5		6		2		3		4		5		6													
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02												
Male	42	50	33	41	25	37	32	29	34	34	60	66	56	70	51	60	54	55	55	55	51	43	48	56	44	37	36	45	33	37	70	65	56	69	61	58	51	70	49	57		
Female	51	43	48	56	44	37	36	45	33	37	70	65	56	69	61	58	51	70	49	57	45	70	29	22	20	32	21	61	38	39	39	26	50	44	36	31	35	63	59	61	54	58
Asian																																										
Filipino																																										
Hispanic																																										
Caucasian																																										
English Learners (EL)	40	38	33	35	5	15	5	6	11	10	61	58	50	65	30	42	29	37	30	41	48	42	37	45	31	28	30	31	30	33	68	62	53	71	56	52	51	63	47	55		
Non EL	75	76	60	83	63	67	60	68	58	56	78	88	73	77	81	81	74	87	76	68	43	56	50	61	46	59	47	50	43	42	58	74	65	64	58	76	55	62	63	58		
SED																																										
Non SED																																										

data currently unavailable

Migrant Education
SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are required to be presented in this report card. In some instances, no students who met specific subgroup criteria were tested.
Ethnicity data is currently unavailable

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts						Math													
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	02	02	02	02	02	02	02	02	02	02
All Students:																				
Marshall Elem.	36	25	30	37	25	28	21	27	24	23	44	53	43	41	37					
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53					
California	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32					
Gender																				
Male	28	19	23	32	14	27	15	16	26	20	49	50	40	36	29					
Female	41	32	36	41	36	29	26	38	22	26	37	55	45	44	43					
Ethnicity	<i>data currently unavailable</i>																			
Language Fluency	<i>data currently unavailable</i>																			
English Learners (EL)	28	17	22	22	2	6	4	4	2	3	37	45	22	17	21					
Non EL	65	52	52	69	47	59	37	49	47	39	65	68	70	63	49					
Migrant Education	<i>data currently unavailable</i>																			
Socioeconomic Status	<i>data currently unavailable</i>																			
SED	35	19	31	33	24	22	16	23	21	20	37	56	35	40	34					
Non SED	38	37	30	45	31	41	37	34	33	32	59	45	60	40	45					

SED = Socioeconomically Disadvantaged

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	99	Percent Tested	100	99
API Score	607	649	689	API Growth Score	649	685
Growth Target	10	8	6	Actual Growth	42	36
Statewide Rank	5	5	5	Eligible for Awards	Yes	Yes
Similar Schools Rank	6	8	8	Eligible for II/USP	No	No
<i>Hispanic or Latino</i>						
Base API Score	512	565	628	API Growth Score	565	619
Growth Target	8	6	5	Actual Growth	53	54
<i>Caucasian</i>						
Base API Score	622	661	691	API Growth Score	661	686
Growth Target	8	6	5	Actual Growth	39	25
<i>Socioeconomically Disadvantaged</i>						
Base API Score	584	630	666	API Growth Score	630	660
Growth Target	8	6	5	Actual Growth	46	30

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

The Immediate Intervention/Underperforming Schools Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, John Marshall Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined total of \$84,052 for schoolwide use.



Textbooks & Instructional Materials

John Marshall Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum

council standards. Glendale Unified School District follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks

Subject/ Year Adopted Series	Grades
Language Arts 1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics 1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
History/Social Studies 2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science 2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with thousands of books that are available for students to check out. In addition, there are six available computers inside the library. They are used for research and other related areas of study. The school's library contains a large collection of videos and audio tapes for classroom use that tie into curricular areas of study.

The school's computer lab houses 34 new workstations. Students visit the computer lab regularly, using it for writing, publishing, developing reading comprehension skills, and building their mastery of math concepts. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities.

Students receive computer-assisted instruction on a regular schedule. Each classroom contains at least one computer and all classrooms are being upgraded to allow Internet access. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

John Marshall Elementary School's website provides a variety of resources and information for parents, staff, students, and community members.

Computer Resources

	1999-00	2000-01	2001-02
Computers	60	60	60
Students per computer	14.3	14.5	13.5
Classrooms connected to Internet	1	2	2

School Facilities & Safety

John Marshall Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 30 classrooms, a library, a computer lab, a cafeteria, an auditorium, administrative offices, a kindergarten play yard, first grade playground, grassy fields and a main playground for all grades. Facilities encompass more than 54,000 square feet of the 3.46-acre site. School facilities are up-to-date and provide adequate space for students and staff. A team of three custodians, split into a day and evening shift, ensures classrooms,

restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Through Measure K Funds, the school's data network installation and related electrical work has been upgraded. Other improvements at John Marshall Elementary School are in planning stages.

John Marshall Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch aides, teachers, and campus supervisors monitor activities and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.

Counseling & Other Support Services

It is the goal of John Marshall Elementary School to assist students in their social and personal development, as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates the counseling and support services.

Counseling and Support Services Staff			
	Number of		Availability
Marshall Support Staff	Staff	FTE	Days Per Week
Counselor	1	0.4	2
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Special Day Class Teacher	2	2	5
Resource Specialist	1	1	5
Speech/Language Specialist	1	0.8	4

FTE = Full-Time Equivalent

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, John Marshall Elementary School had 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	35	36	32
Emergency Permits	6	6	7
Without Credentials	0	0	0
Intern Credentials	2	2	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	43	44	39
Average Years Teaching	8.4	8.2	9.3
Average Years in District	6.3	6.3	7.6

John Marshall Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth, as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 41 employees: 53.7 percent with 30+ additional units beyond their bachelor's degree and 39 percent holding advanced graduate degrees, such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- English as a Second Language (ESL) Specialist
- English Language Acquisition Teacher
- Title I Specialist
- Physical Education Teacher
- Chorus Teacher
- Orchestra Teacher
- Library Media Technician

Glendale Unified School District assigns a technology teacher specialist to each 'cluster' of schools.

This assemblage at John Marshall Elementary School is dedicated to provision the very best education possible for our students.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning.

Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted. The Glendale Unified School District adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

John Marshall Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. John Marshall Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on the development of Learning Communities and the Understanding By Design lesson planning method. Learning Communities are used by schools to share ideas and strategies for teaching, providing teachers a supportive environment, and creating an atmosphere of shared values and visions. Understanding By Design is a process that allows teachers to plan their lessons by identifying desired results, determining ways for students to demonstrate their understanding, and planning instruction and activities based on achieving those goals.

John Marshall Elementary School participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. John Marshall Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession.
- The Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- The Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training.

Specialized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, John Marshall Elementary School provides after school activities for GATE students.

John Marshall Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. John Marshall Elementary School offers the state's SCORE Language Arts program for second and third grade students. The school also offers intersession intervention programs to grades two and three to enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory Academy, a districtwide summer program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The school's English Language Learners participate in programs designed to build vocabulary and provide additional instructional support while they are developing their English skills.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at John Marshall Elementary School is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's steering committee, comprised of teachers representing each track from both primary and upper grades, the principal, and a teacher specialist, meets regularly to make decisions regarding school policies and operations.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- GATE Parent Advisory Committee
- District Advisory Council
- District English Language Advisory
- Textbook Selection Committee

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

John Marshall Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

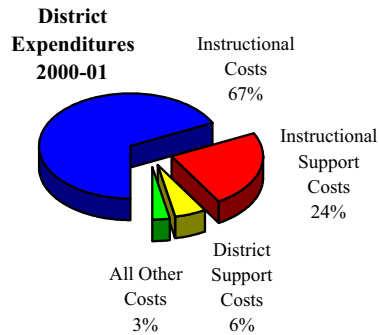
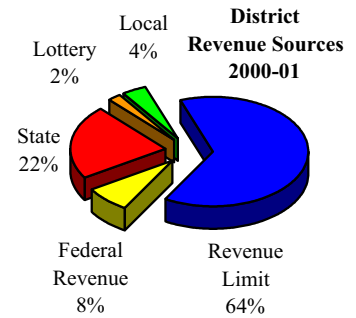
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 2000-01		
Glendale USD	Statewide Average	
	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

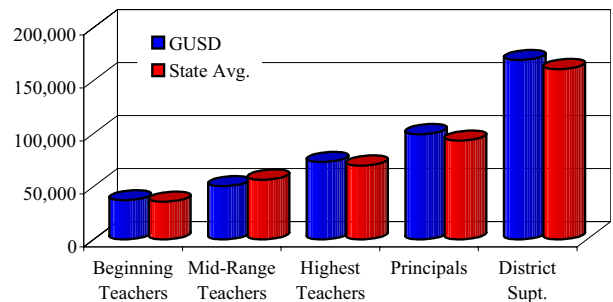
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



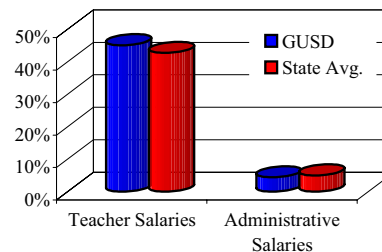
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information
Teachers - Principals - Superintendent
2000-01



Average Salary Information
Teachers & Administrative Salary Percentages
2000-01



Contact Information

Parents who wish to participate in John Marshall Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Barbara Mikolasko or Assistant Principal Jane Hale at (818) 242-6834.