



Glendale Unified School District
 "Excellence is Worth the Effort"
Marshall Elementary School
 A California Distinguished School

2002-2003 Annual School Report Card

1201 E. Broadway, Glendale, CA 91205-1407

(818) 242-6834

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Lynn Marso, Principal
 Jane Hale, Assistant Principal

2002-03 Board of Education

Pam Ellis, President
 Greg Krikorian, Vice President
 Lina Harper, Clerk
 Mary Boger, Member
 Chakib Sambar, Member

District Administration

James R. Brown
 Superintendent

Dr. Michael F. Escalante
 Superintendent
 (Effective February 1, 2004)

Alice Petrossian
 Assistant Superintendent
 Educational Services

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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 the 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. Our primary goal for 2003-04 continues to be to improve student writing with the implementation of a writing program called "Write...From the Beginning." We also will continue to focus our attention on standards-based instruction and continue 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.

-- Lynn Marso
 Principal

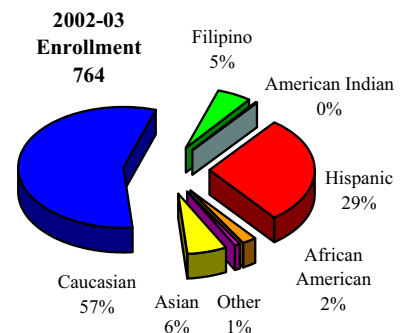
Mission Statement

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 eight miles north of the city of 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Marshall Elementary School, which opened in 1935, is located in the heart of Glendale and serves students in kindergarten through sixth grade. Students from Marshall will move on to Wilson Middle School and Glendale High School. Students are known as the Tigers and their school colors are red and white. During the 2001-02 school year, Marshall was recognized as a California Distinguished School.

Operating on a year-round calendar system, the educational programs at Marshall are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student population of 764 included 60 percent English Language Learners and 81 percent eligible for free or reduced-priced meals.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Marshall are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Marshall's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

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

To build self-esteem and recognize student achievement, 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
- Academic Excellence (Monthly)
- Greatest Improvement (Monthly)
- Student of the Month
- Off-track Student Helper
- Cafeteria Helper

Homework

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 deter-

mines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Marshall is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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. These committees include:

- School Site Council
- GATE Parent Advisory Committee
- Technology Committee
- Parent Teacher Association
- Steering Committee
- Safety Committee

Community Involvement

Parents and the community are very supportive of the educational program at Marshall. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- School Site Council
- Parent Teacher Association
- Parent Volunteers

Contact Information

Parents who wish to participate in Marshall's leadership teams, school committees, school activities, or become volunteers may contact Principal Lynn Marso at (818) 242-6834.

Curriculum Development

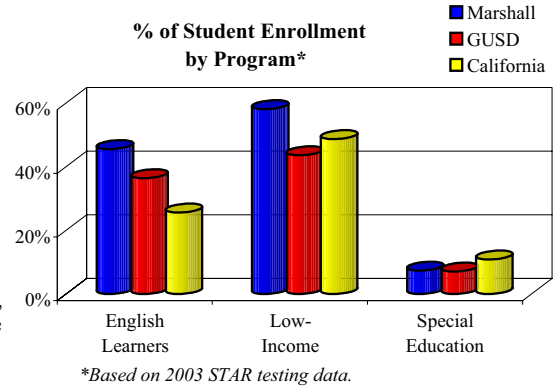
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Marshall meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Marshall uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Marshall's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Marshall Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
51	65	59	59	67	67

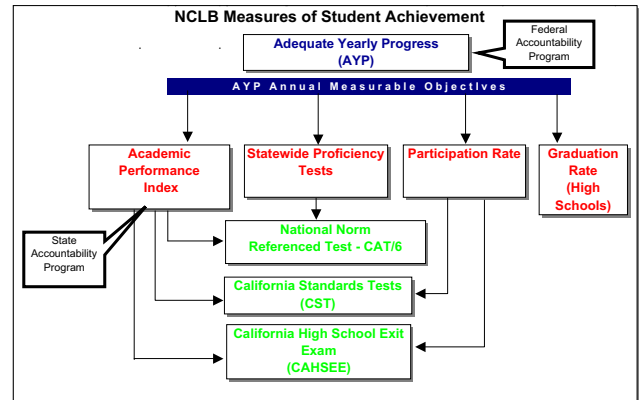
Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

	Math			Writing		
	01	02	03	01	02	03
K	90	93	90	42	74	
1st	73	74		23	67	
2nd	84	72	68	58	80	36
3rd	59	89		79	82	
4th	46	50	50	53	67	54
5th	33	44		58	52	
6th	27	25	33	60	44	41

Not tested in 2003.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. In 2002, Marshall was named a Title I Achieving School, recognizing students' ongoing improvement in meeting state and federal standards.



California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Marshall achieved Adequate Yearly Progress for 2003.

	01	02
Recognition for Achievement (Title I)	No	Yes
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0

	Participation Rate		% Proficient or Advanced	
	Rate	Met	English/ Language Arts	Mathematics
Target	95%		13.6%	16%
Met Target? Yes (Y) or No (N)				
	Met	Rate	Met	%
All Students	Y	99.6%	Y	31.9%
Subgroups:				
Hispanic or Latino	Y	99%	Y	26.4%
Caucasian	Y	100%	Y	30.7%
SED	Y	99.5%	Y	27.6%
English Learners	Y	99.7%	Y	29.2%

SED = Socioeconomically Disadvantaged

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

California Standards Test (CST) Major Content Areas															
Combined % of Students Scoring at Advanced & Proficient Levels															
	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
Marshall Elementary	36	25	13	30	37	30	25	28	41	21	27	42	24	23	29
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Marshall Elementary		44	44		53	51		43	59		41	52		37	41
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.
Data unavailable through the California Department of Education.

How to Read CST Results

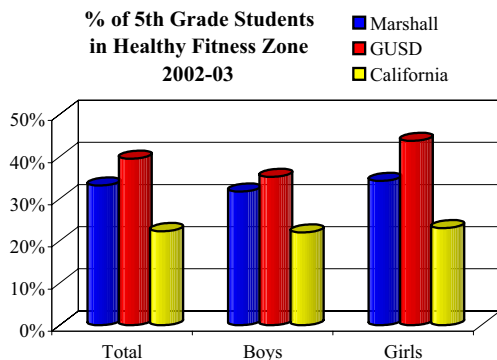
All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Marshall students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST) - Major Subgroups English/Language Arts															
Combined % of Students Scoring at Advanced & Proficient Levels															
	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Marshall Elementary															
Male	28	19	7	23	32	27	14	27	35	15	16	37	26	20	21
Female	41	32	17	36	41	34	36	29	47	26	38	45	22	26	38
English Learners	28	17	10	22	22	20	2	6	24	4	4	11	2	3	0
Non English Learners	65	52	13	52	69	47	47	59	64	37	49	27	47	39	39
SED	35	19	11	31	33	26	24	22	38	16	23	35	21	20	23
Non SED	38	37	22	30	45	48	31	41	57	37	34	62	33	32	42
Special Ed.			0									18			17
Asian												31			27
Caucasian		22	17		28	27		25	39		27	43		18	26
Hispanic		16	0		32	31		19	35		19	29		29	29

SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.
Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, Marshall 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 are provided several options to perform tasks in each area. 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).



California Standards Test (CST) - Major Subgroups Math												
Combined % of Students Scoring at Advanced & Proficient Levels												
	2		3		4		5		6			
	02	03	02	03	02	03	02	03	02	03		
Marshall Elementary												
Male	49	40	50	55	40	61	36	53	29	30		
Female	37	48	55	45	45	56	44	50	43	53		
English Learners	37	43	45	47	22	53	17	25	21	22		
Non English Learners	65	44	68	47	70	43	63	55	49	17		
SED	37	45	56	45	35	58	40	45	34	37		
Non SED	59	39	45	71	60	61	40	72	45	50		
Special Ed.								18		22		
Asian								46		55		
Caucasian	46	48	55	51	44	58	45	55	38	42		
Hispanic	27	34	41	47	28	51	26	32	26	34		

SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Marshall is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Marshall provides additional after school activities for GATE students.

Marshall offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

Because Marshall has a large population of English Language Learners, all teachers have specialized training in teaching students learning English as a second language. English Language acquisition is taught in the regular classroom setting, but a pull-out program is available to student requiring additional assistance.

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist, speech/language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

The school's library, staffed by a full-time library technician, is stocked with thousands of books that are available for students to check out, including books in Spanish, Armenian, and Korean in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive

District Adopted Textbooks			
Subject/ Year Adopted	Series	Grades	
Language Arts			
2002	Houghton Mifflin	K-5	
	McDougal Littell	6	
Mathematics			
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6	
History/Social Studies			
2000	McGraw Hills: <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	

instruction on research techniques and library usage. The Title I office contains a collection of videos and books-on-tape for classroom use that tie into curricular areas of study.

Each classroom at Marshall contains an average of three computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule in the classroom and in the school's 34-workstation computer lab to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Marshall Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Marshall Support Staff	Number of Days Available		Full Time Equivalent
	Staff	Per Week	
Counselor	1	2	0.4
Health Aide	1	5	1
Psychologist	1	2	0.4
Nurse	1	1	0.2
Speech/Language Specialist	1	4	0.8
Resource Specialist	1	5	1
Special Day Class Teacher	2	5	2

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Marshall had 35 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	36	32	35
Working Outside Subject	0	0	0
Emergency Credentials	6	7	5
Interns	2	0	2
Waivers	0	0	0
Total Teachers	44	39	40
Average Years Teaching	8.2	9.3	9.6
Average Years in District	6.3	7.6	8.4

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

Marshall 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 2002-03 school year, staff development focused on grade level articulation, "Write...from the Beginning" and "Strategies That Work." "Write...from the Beginning" is a developmental writing program that is implemented schoolwide to focus on training students for successful writing beyond the elementary grades. "Strategies That

Work" is a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding.

Marshall 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. Marshall further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Marshall provides a safe, clean environment for students, staff, and volunteers. School facilities, originally built in 1935 but added to and updated many times over the years, sit on 3.46 acres and include 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.

The district's scheduled maintenance program ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Marshall has three full-time and one part-time custodians on duty to ensure school facilities remain clean and safe. Marshall's next phase of Measure K improvement is not scheduled to take place until 2005.

Safety of students and staff is a primary concern of Marshall. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Teachers, campus supervisors, and lunch aides monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Marshall reviews the plan annually; the plan was last updated and reviewed with school staff in March 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed regularly by the office clerk. Parents are advised of absences through phone calls and written communications. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Marshall was 95.72%.

Marshall 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			GUSD		
	01	02	03	01	02	03
Suspensions (#)	21	27	39	3647	3425	5489
Suspensions (%)	2.41	3.33	5.10	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Marshall maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 20:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
K	7	5		0	0		0	0	
1st	6	5		0	0		0	0	
2nd	6	5		0	0		0	0	
3rd	7	5		0	0		0	0	
4th	0	0		2	3		0	1	
5th	0	0		0	4		5	0	
6th	0	0		0	0		4	3	
K-3rd	2	3		0	0		0	0	
4th-6th	1	1		0	0		1	1	

Data unavailable at time of publication.

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. Marshall has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Marshall exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Marshall 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 an hour earlier in the afternoon. Each month "Banking Days" allow teachers additional time to meet once by

	Instructional Minutes by Grade Level	
	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
Tracks B & C	54,000	54,442
Track D	54,000	54,455

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.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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*		
2001-02		
Statewide Average		
All Unified School Districts		
GUSD	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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		
2001-02		
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%