



George C. Marshall Elementary School

300 Normandy Road • Seaside, CA 93955 • (831) 899-7052 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Monterey Peninsula Unified School District

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Mr. Tom Jennings, Clerk Vice
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School Description

Welcome to George C. Marshall Elementary School located in Seaside, California. Marshall has a vision that ensures a safe, nurturing, and flexible environment in which each student can attain academic and social success through the collaboration and dedication of our students, teachers, parents, and community. Marshall serves students in grades Transitional Kindergarten through grade 5. The school serves a majority of military families, as it is located on the former Fort Ord military base. We work hard to support our families who are faced with the many demands of military life. Our Army and School Liaison Officer, Military Family Life Consultant, Family Services Specialists and Bilingual Community Liaison can assist families with transition to our school. We have military affiliated programs such as Elementary Student 2 Student and Anchored 4 Life, which provide all students with leadership opportunities and supports through transitions and other life experiences.

Meet and talk with our teaching staff to learn about our rigorous instructional practices and the Common Core State Standards. All staff participate in professional development related to maintaining a positive school culture and refining innovative instructional practices. Marshall has been the proud recipient of several Department of Defense Education Activities (DODEA) grants that have provided additional social emotional resources and staff professional developments, in addition to allowing us to enhance our STEM program.

Partnerships are essential to Marshall's achievements. We actively seek professional relationships with military organizations such as the Porter Youth Center, Army Community Services, Military Coalition, and the Presidio of Monterey. We also partner with The Parks at Monterey Bay, California State University at Monterey Bay, Return to the Natives, the Arts Council, and with parents, guardians, and relatives. All of us understand that raising and educating scholars takes a comprehensive effort from many caring and dedicated people. We hope you will join our cause by becoming a member of our PTA, a vital component to the life of Marshall, where volunteerism is critical to a healthy and rich school culture.

Cathleen Main
Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	95
Grade 2	91
Grade 3	72
Grade 4	86
Grade 5	78
Total Enrollment	544

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0
Asian	5.9
Filipino	1.5
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	1.7
White	43.8
Two or More Races	15.6
Socioeconomically Disadvantaged	47.1
English Learners	15.3
Students with Disabilities	7.2
Foster Youth	0.4

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			
George C. Marshall Elementary School	15-16	16-17	17-18
With Full Credential	25	27	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
George C. Marshall Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit www.mpusd.net for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		In some classrooms or rooms, carpet is aging and worn; carpet has waves and pose a tripping hazard; water stains on some ceiling tiles; tripping hazards in asphalt/cement in walkways to some classrooms; ceiling outlet is missing; dry rot at base of door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cracks in asphalt and walkways have holes; gopher holes throughout play area
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	38	48	40	38	48	48
Math	41	40	27	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	75	66	88.0	40.9
Male	40	34	85.0	35.3
Female	35	32	91.4	46.9
Hispanic or Latino	20	17	85.0	23.5
White	28	24	85.7	50.0
Two or More Races	11	11	100.0	45.5
Socioeconomically Disadvantaged	36	34	94.4	29.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	57	41	45	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.4	30	14.3

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	228	89.06	47.81
Male	128	118	92.19	44.92
Female	128	110	85.94	50.91
Black or African American	17	16	94.12	37.5
Asian	16	12	75	41.67
Filipino	--	--	--	--
Hispanic or Latino	69	64	92.75	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	85	86.73	55.29
Two or More Races	42	38	90.48	44.74
Socioeconomically Disadvantaged	133	125	93.98	42.4
English Learners	49	45	91.84	31.11
Students with Disabilities	15	14	93.33	14.29
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	230	89.84	40.43
Male	128	119	92.97	44.54
Female	128	111	86.72	36.04
Black or African American	17	16	94.12	31.25
Asian	16	14	87.5	28.57
Filipino	--	--	--	--
Hispanic or Latino	68	63	92.65	38.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	85	86.73	51.76
Two or More Races	43	39	90.7	35.9
Socioeconomically Disadvantaged	133	126	94.74	38.1
English Learners	49	47	95.92	27.66
Students with Disabilities	15	14	93.33	7.14
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2017-18)

Parents make up an essential component of the Marshall Elementary School experience. All parents are encouraged to participate in their child's educational community through the PTA (Parent Teacher Association) network of volunteers, or individually by contacting their child's teacher, our principal, or our office staff at (831) 899-7052. The School Site Council, the English Learner Advisory Committee, and our active PTA are a few avenues for structured parent involvement. The PTA sponsors classroom field trips, teacher grants, PBIS (Positive Behavior Interventions and Supports) incentives, monthly family nights and various seasonal activities. Volunteering to provide supervision on field trips, at recess time, or before and after school are valuable ways in which parents can help to build home and school connections. All volunteers are required to fill out a volunteer and liability release form. Special events like the Book Fair, the Just Run program, Family Nights, Dads & Donuts, Moms & Muffins, and periodic campus beautification activities provide additional opportunities to enhance our school community through parent involvement.

Please visit our PTA Web site at www.marshallpta.info.

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.

School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

We make safety a priority at Marshall School. Our school and grounds provide a safe environment for learning. Discipline policies prohibit fighting and curtail bullying, and we strive as a school to build a climate of respect for each other. The Marshall Behavior Expectations, a component of our Positive Behavioral Interventions and Supports (PBIS), are practiced by all students: Respect self, others, and our surroundings; Act responsibly; Support and encourage each other. The Second Step curriculum is used by all grade levels to assist in the development of good citizens and provide scholars with the tools to solve problems constructively and peacefully. We have a Family Resource Specialist, Military Family Life Counselor, and Behavior Specialist on site two days a week to assist students with any situations they experience with family, school, or transition to a new school site.

Staff members monitor the playground before school and during recess and lunch. All visitors register first at the office before coming onto school grounds.

Each year we update our safety plan, and we routinely practice ALICE safety protocols, earthquake, shelter in place and fire drills. The plan is available for parents to review. We teach playground equipment rules and playground games, and we supervise students at each recess. Our school safety committee reviews procedures for emergencies and plays an important role in our Disaster Preparedness Plan, an ongoing assessment of procedures for emergencies. Each month we practice a fire drill; at least once a quarter we practice ALICE, earthquake and emergency shelter in place drills.

We ask that all visitors to the site honor our visitor protocol: always visit the office before you come on site during the school day to sign in and always wear a visitor's badge when on school grounds.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.8	0.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	.3
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	24				4	5	5			
1	22	24	24	1			3	4	4			
2	28	24	23				3	3	4			
3	29	25	24				3	4	3			
4	28	28	29				3	3	3			
5	25	25	26				3	3	3			

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

Professional Development provided for Teachers

Teachers attend monthly professional developments to improve their teaching practices, and increase their understanding of social emotional development and the impact it may have on the learning experience. In addition, teachers receive individualized feedback from the instructional leader and academic coach through regular observation and feedback cycles. The principal and academic coach facilitate quarterly grade level data and differentiation days and learning walks. All teachers participate in district level professional development opportunities related to new standards, curricular adoptions and research-based instructional practices.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,188	\$84	\$5,104	\$72,883
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-44.2	11.1
Percent Difference: School Site/ State			-25.2	-2.2

* Cells with ♦ do not require data.