George C. Marshall Elementary School
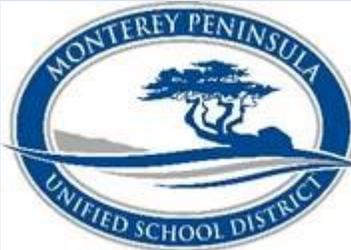
300 Normandy Road • Seaside, CA 93955 • (831) 899-7052 • Grades K-5
Robin Connery, Principal
rconnery@mpusd.net
marshall.mpusd.net

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Monterey Peninsula Unified School District
700 Pacific Street
Monterey, CA 93942-1031
(831) 645-1200
www.mpusd.net

District Governing Board

Mr. Tom Jennings, President

Dr. Jon Hill, Vice President/Clerk

Ms. Wendy Root Askew

Ms. Debra Gramespacher

Dr. Bettye Lusk

Ms. Alana Myles

Dr. Amanda Whitmire

District Administration

Dr. PK Diffenbaugh
Superintendent

Cresta McIntosh
Associate Superintendent Educational Services

Beth Wodecki
Assistant Superintendent Secondary Education

Bijou S. Beltran
Assistant Superintendent Human Resources

Ryan Altemeyer
Associate Superintendent Business Services

Marci McFadden
Chief of Communications and Engagement

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 Transitional Kindergarten through 5th Grade. 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.

Robin Connery
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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	129
Grade 1	90
Grade 2	90
Grade 3	77
Grade 4	63
Grade 5	79
Total Enrollment	528

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.0
Asian	5.7
Filipino	1.9
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	0.9
White	41.9
Socioeconomically Disadvantaged	45.6
English Learners	15.5
Students with Disabilities	7.6
Foster Youth	0.2

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	16-17	17-18	18-19
With Full Credential	27	26	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
George C. Marshall Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Monterey Peninsula Unified School District held a public hearing on August 2018, 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 2018 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 2018	
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 Textbook and Instructional Materials reviewed August 2018 **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 Textbook and Instructional Materials reviewed August 2018 **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 Textbook and Instructional Materials reviewed August 2018 **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 Textbook and Instructional Materials reviewed August 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Hands-on, project-based 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)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a $110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over $680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a $213 million school facilities bond by 70%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit www.mpusd.net for additional 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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	48.0	58.0	38.0	39.0	48.0	50.0
Math	40.0	52.0	27.0	27.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

• Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.2	28.2	9.0

* 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 2017-18 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	215	210	97.67	57.62
Male	104	100	96.15	53.00
Female	111	110	99.10	61.82
Black or African American	18	18	100.00	38.89
Asian	13	13	100.00	61.54
Filipino	--	--	--	--
Hispanic or Latino	62	61	98.39	55.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	78	95.12	66.67
Two or More Races	31	31	100.00	51.61
Socioeconomically Disadvantaged	120	117	97.50	52.99
English Learners	36	35	97.22	34.29
Students with Disabilities	18	18	100.00	22.22

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 2017-18 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	215	210	97.67	52.38
Male	104	100	96.15	52
Female	111	110	99.1	52.73
Black or African American	18	18	100	38.89
Asian	13	13	100	61.54
Filipino	--	--	--	--
Hispanic or Latino	62	62	100	45.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	77	93.9	66.23
Two or More Races	31	31	100	45.16
Socioeconomically Disadvantaged	120	118	98.33	44.07
English Learners	36	36	100	38.89
Students with Disabilities	18	18	100	11.11

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 school site

Opportunities for Parental Involvement (School Year 2018-19)
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 Service Specialist, Mental Health Counselor, Military Family Life Counselor, and a Community Liaison on site to assist students with any situations they experience with family, school, or transition to a new school site.

Staff members monitor the playground and cafeteria 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	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.5	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	22	24	22			1	5	5	5			
1	24	24	23				4	4	4			
2	24	23	23				3	4	4			
3	25	24	26				4	3	3			
4	28	29	21			1	3	3	2			
5	25	26	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

Three areas of focus for professional development at Marshall are in Guided Reading, Rigor of Work, and STEM Implementation. A focus on the refinement of Guided Reading instruction is based on ELA achievement scores on SBAC, IReady, and F&P. This focus will guide teachers in being able to target specific needs of readers and to teach to those needs in a small group setting. The focus on increasing the rigor of student work and implementing STEM practices originates from Youth Truth data that shows students perceive their work as less than challenging and often irrelevant. As teachers become more proficient in building rigor into work and integrating STEM across curriculum, students will have more opportunities to be challenged, to embrace that challenge, and to discover and apply it's relevance in the real world.

Teachers attend monthly professional developments to improve their teaching practices in these areas, and to 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 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,875	$47,547
Mid-Range Teacher Salary	$65,733	$74,775
Highest Teacher Salary	$97,355	$93,651
Average Principal Salary (ES)	$100,517	$116,377
Average Principal Salary (MS)	$104,946	$122,978
Average Principal Salary (HS)	$114,217	$135,565
Superintendent Salary	$206,150	$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,209	$38	$5,171	$70,913
District	♦	♦	$8,489	$68,002
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-48.6	4.2
Percent Difference: School Site/ State			-31.8	-7.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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