

James Marshall Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	James Marshall Elementary
Street	515 Sutter Ave.
City, State, Zip	Modesto, CA 95351-3798
Phone Number	(209) 576-4697
Principal	Francisco Guerrero
E-mail Address	guerrero.f@monet.k12.ca.us
Web Site	https://marshall.mcs4kids.com/
CDS Code	50711676052773

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Pam Able
E-mail Address	fortuna.b@monet.k12.ca.us
Web Site	www.mcs4kids.com

School Description and Mission Statement (School Year 2017-18)

The aim of the James Marshall Elementary School is to teach all students:

- to read with understanding and enjoyment; to communicate effectively in written form;
- to apply listening and speaking skills in a variety of contexts;
- to master the language and applications of mathematics;
- to understand the fundamental concepts, terms, and processes of science;
- to value and understand democratic ideals;
- to help all students develop character traits, appropriate behavior, self-discipline, decision-making abilities and respect for other cultures;
- to appreciate art, drama, dance, and music; and
- to understand the value of physical fitness and wellness while developing essential academic skills.

The aim of staff development at Marshall is to increase the skills and knowledge needed to implement effective teaching strategies in a safe, supportive and nurturing environment.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	119
Grade 1	118
Grade 2	102
Grade 3	105
Grade 4	137
Grade 5	108
Grade 6	113
Total Enrollment	802

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	8.7
Filipino	0.2
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.4
White	5.4
Two or More Races	2.4
Socioeconomically Disadvantaged	96.9
English Learners	61.6
Students with Disabilities	13.1
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	38	42	858
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	2	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 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, 2004	Yes	0
Mathematics	Utah Middle School Mathematics, 2017	Yes	0
Science	Glencoe, 2007	Yes	0
History-Social Science	McDougal Littell, 2006	Yes	0
Foreign Language	Prentice Hall, 2007		
Health	Glencoe, 2005		

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions -- General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

James Marshall welcomes visitors on site; however, the MCS Visitors Policy is strictly enforced for the safety of all our students. Our campus is secure from 8:00 AM - 6:15 PM to include our After School Learning Program. James Marshall has an active Safety Committee which meets regularly.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has 38 classrooms, a cafeteria, library, head-start and an administration office. The main campus was built in 1950. Additions were constructed in 1953 and in 1955. Twenty-one portable classrooms were constructed over the periods of 1959, 1968, 1991, 1994, 1997, 2001 and 2002. The school opened in 1950.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/21/17				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Clock system needs upgrade
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			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/21/17				
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. 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	13	15	27	28	48	48
Mathematics (grades 3-8 and 11)	5	7	17	19	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	458	451	98.47	15.3
Male	251	247	98.41	13.36
Female	207	204	98.55	17.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	15
Hispanic or Latino	348	345	99.14	15.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.67	4.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	440	433	98.41	15.24
English Learners	323	320	99.07	13.75
Students with Disabilities	66	66	100	3.03
Students Receiving Migrant Education Services	--	--	--	--
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	454	98.48	7.49
Male	251	247	98.41	6.88
Female	210	207	98.57	8.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	7.5
Hispanic or Latino	351	347	98.86	7.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.67	4.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	443	436	98.42	7.11
English Learners	325	323	99.38	6.81
Students with Disabilities	66	66	100	1.52
Students Receiving Migrant Education Services	--	--	--	--
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	23	39	45	41	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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.4	13.9	20.4

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

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)

Scholastic Book Fairs, ELPP Meetings, School Site Council, Fund Raising, Parent Workshops, RIF Book Give Away, Soroptimist Christmas Gift Program, 2nd Cup of Coffee, Family Literacy Events, Family Math and Science Nights, Field Trip Chaperones, and Classroom Helpers/Volunteers.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.3	1.4	1.0	4.6	3.9	3.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The goal of James Marshall Elementary School is to provide a safe learning environment for all students, faculty, and parents. The Safety Committee meet five times per year to discuss emergency situations. A fire drill occurs each month, and students and staff are aware of lockdown procedures. After school begins, gates are locked to minimize campus access. Visitors are to check with the office prior to coming onto school grounds. All students are expected to follow school rules. When rules are broken, discipline is handled fairly by administrators, implementing Modesto City Schools Conduct Code.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	79.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	6			23		5		24		5	
1	21	1	4		24		4		22		5	
2	24		6		22	2	3		24		4	
3	24		4		22	1	6		21	1	4	
4	29	1		3	28	1	1	2	28	1	2	2
5	34			3	34			3	34			3
6	27	1	1	2	29	1		3	24	1	4	
Other	9	2			11	1			8	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	3.0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,277.36	\$2,530.72	\$7,746.65	\$100,110.87
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-11.1	15.0
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	16.4	26.8

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

Types of Services Funded (Fiscal Year 2016-17)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through the 2016-17 LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. The most recent LCAP can be found here: <https://www.mcs4kids.com/documents/lcff/2017-2018/2017-2018%20LCAP%20Board%20Approved%206-19-17.pdf>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,808
Mid-Range Teacher Salary	\$87,050	\$73,555
Highest Teacher Salary	\$105,363	\$95,850
Average Principal Salary (Elementary)	\$116,003	\$120,448
Average Principal Salary (Middle)	\$122,575	\$125,592
Average Principal Salary (High)	\$138,584	\$138,175
Superintendent Salary	\$250,766	\$264,457
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

15-16:

- Leverage Learning – PLC Leadership Teams – 5 Days (leadership teams)
- Anita Archer K-8 Writing and Literacy – 3 Days (optional)
- Step Up to Writing K-6 – 1 Day (optional)
- Number Talks K-6 – 1 Day (optional)
- Mindset Works 7-12 – 1 Day
- Utah Math 7-8 – 1 Day
- Math Vision Project 9-12 – 1 Day; additional optional PD Days through SCOE
- NGSS: Modeling in Science/Science and Engineering Practices 7-12 – 2 Days

16-17

- Leverage Learning- PLC
- Anita Archer
- Step Up to Writing K-6
- Number Talks K-6
- Explicit Direct Instruction
- Direct Instruction
- Engage New York

Big idea Workshop Series- Optional after School PD for K-6

Restorative Justice

Anita Archer- K-6 Literacy Skills

Positive Behavior Intervention and Support

Passport to Literacy

Surface Pro Training

Writing Workshops

Classroom Management Training

ProAct Training

Math Fractions Workshop Gr 5

Math Workshop Gr 2

Professional Learning Communities Workshop

17-18

Professional Learning Community Conference

Leverage Learning – PLC Leadership Teams

Restorative Practices

Luis Cruz – Transforming School Culture

AVID summer institute

Positive Behavior Intervention and Support (PBIS)

Restorative Practices

Math Lesson Design and Assessments 7-8

NGSS Science Implementation 7-8

Math Vision Project (MVP) Curriculum 9-12

NGSS Science Implementation 9-12

Math Vision Project (MVP) Lesson planning and Instructional practices 9-12

Science Safety Training.

Anita Archer – Effective Instructional Practices

College and Career Four-Year Planning

Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD

Designated ELD Instruction within Wonders Curriculum

Technology

JW Pepper

Best Practices and Overview of Dyslexia

Effective Instruction for Severe Programs

Direct Instruction in Moderate-Severe Programs

Effective Assessment Practices and Reporting

Identifying Assessment Tools

Curriculum Implementation Support

One-one Procedures and Guidelines

Standards Progression – Math I, II, III, Pre-Calculus

Academic Discourse and Language Acquisition, Collaborative Conversations

Math 180 Data Analysis

Suicide Prevention

2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity

Strategies for Formative Feedback in a Digital Classroom

Schoology

CAG conference for GATE teachers

ISTE conference for CLT teachers

DBQ training for GATE

Recorders for prep providers

Read 180 Implementation

Read 180 Follow-up

AVID Excel Tutor Training

AVID "10-2-2" Instructional Strategy

AVID Focused Note-Taking

Study Sync Curriculum Trainings

AVID "WICORizing" a Lesson training

AVID Excel Video Professional Learning Sessions

EL Shadow Training

ELPAC Training

Gr TK-6 ELA Wonders Curriculum

Gr K-2 Reading Mastery

Gr 3-6 Corrective Reading

Gr 6 Number Talks

Gr 3-5 Fractions

Gr 3-5 Genre Writing