

# 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Marshall Elementary
<b>Street</b>	142 N. Armstrong Ave.
<b>City, State, Zip</b>	Fowler, CA 93625
<b>Phone Number</b>	(559) 834-6120
<b>Principal</b>	Kathleen Denton
<b>E-mail Address</b>	kdenton@fowlerusd.org
<b>Web Site</b>	
<b>CDS Code</b>	10-62158-6006050

<b>District Contact Information</b>	
<b>District Name</b>	Fowler Unified School District
<b>Phone Number</b>	(559) 834-6080
<b>Superintendent</b>	Eric Cederquist
<b>E-mail Address</b>	ecederquist@fowlerusd.org
<b>Web Site</b>	www.fowlerusd.org

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

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#### Principal's Message

Marshall Elementary is one of five schools in the Fowler Unified School District. The school is located in the town of Fowler, California. Fowler is a small rural community located in Fresno County. Marshall Elementary serves students from kindergarten through second grade, with an enrollment of approximately 450. The school was built in 1949, has 16 permanent classrooms, 12 portables, a fully stocked library, and a large cafeteria/multi-purpose room with a stage. A preschool program is housed on the campus, supported with state preschool program funds. In addition, a full-day fee based preschool is available for families who do not meet the income requirements for a state preschool program. The preschool is administered and operated by Educare Services, Inc., a private company. A daily after-school program for school aged students allows children to remain at school to receive assistance with homework and attend enrichment classes.

Marshall has an outstanding reputation for having a dedicated teaching staff and a highly effective academic program. Our focus is to provide all students with the opportunity to achieve. The staff and parents work together to create a learning environment with high academic expectations and an emphasis on social and emotional development. A school wide character education program focuses on personal responsibility and pride in one's self and community. The Marshall School community believes every child is a STAR!

#### Mission Statement

The staff, students, parents and community members promote...

A comprehensive educational program focused on high standards and high expectations for student achievement. Academic excellence and the development of critical thinking skills are provided through a well defined, integrated and coordinated curriculum. Rigorous content designed for all students is frequently monitored and assessed to determine student progress and program effectiveness.

Equal access to a balanced educational program that assures active involvement in a stimulating and risk-free environment for all students. The experiences in this environment encourages and supports physical and personal well-being, the development of self-worth, dignity of the individual, and making responsible choices.

Parent involvement and believe that student academic success is enhanced when parents actively support the educational process through at-home and/or in school participation. Creative, innovative, and effective classroom instruction which is supported by active staff development and instructional leadership.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	178
<b>Grade 1</b>	140
<b>Grade 2</b>	131
<b>Total Enrollment</b>	449

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	8.7
Filipino	0
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	0
White	8
Two or More Races	0
Socioeconomically Disadvantaged	75.3
English Learners	36.1
Students with Disabilities	7.6
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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	22		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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:** August 1, 2015

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2012–2013 school year and whether those textbooks covered the California Content Standards.

,Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Common Core State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Reading CA (Adopted in 2010)	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Go Math (Adopted in 2014)	Yes	0%
<b>Science</b>	MacMillan McGraw Hill (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Scotts Foresman (Adopted in 2006)	Yes	0%
<b>Foreign Language</b>	SRA (Adopted in 2005)	Yes	0%
<b>Health</b>	Health instruction emphaizes areas such as nutrition, dental health, disease prevention, vision and hearing, drugs, alcohol, tobacco, community health, physical fitness, and mental-emotional health. Lessons are integrated into the reading/language arts and science curriculums. The primary goal of the health program is to promote a healthy lifestyle and increase student achievement.	Yes	0%
<b>Visual and Performing Arts</b>	Students explore basic art concepts such as color, line, shape and texture. Art lessons help students to develop creativity, learn problem solving, critical thinking skills, and increase cultural awareness. VPA standards are integrated with language arts, math, science, and social studies.	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Marshall Elementary opened in 1949. In 2001, all permanent classrooms and the school library underwent major renovations. Portable classrooms have been added over the years to accommodate growth. Marshall has 28 classrooms, a computer lab, a library, a multipurpose room used for lunch, assemblies and school performances, and a large expansive playground.

All classrooms are equipped with a telephone, an interactive whiteboard, mobile devices for student use and a networked computer, and a printer. Telephones have intercom and local calling ability. Teachers use a computer based attendance program, communicate via e-mail, and use the internet for instructional planning and lesson design. All teachers utilize interactive whiteboards to enhance instruction and increase student engagement. Students use classroom computers to extend learning activities.

Providing our students with a safe and clean campus is a top priority. Classrooms and rest rooms are cleaned daily. Restrooms are inspected throughout the school day by the custodial staff. Monthly site inspections are completed by the school principal. Ongoing corrective and preventive maintenance is scheduled routinely throughout the year.

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 survey form used for the assessment on the Web site of the OPSC.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 10/2016</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces	X			Minimal water damage to wallboard.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Stains on carpet. Carpets to be cleaned during winter shut down.
<b>Electrical:</b> Electrical	X			No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Clogged sink drain. Repaired.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Visual inspection of the exterior hallway ceiling in Wing 3 revealed peeling paint. Areas will need to be scraped and prepped prior to repainting in the spring.
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground gates will not close. Gates were reset.

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/2016				
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.

## 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)

Marshall School welcomes family and community members as part of the educational team. We believe that adult support is critical to overall student success. Opportunities for parent involvement are offered throughout the year. Volunteer activities include working with students in the classroom, serving on parent advisory councils, assisting with special events and school activities, and by joining the Parent Teacher Organization (PTO).

The School Site Council, which includes parents and staff members, meets four to six times a year. The School Site Council gives parents the opportunity to make recommendations on school programs, and provide input into how school funds are utilized. We encourage parents to become involved in other advisory committees such as the English Language Learners Advisory Committee, Title 1 Parent Committee, Migrant Parent Advisory Committee and the School Advisory Committee.

For further information on our parent volunteer program, please contact the school office at (559) 834-6120.

## 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
<b>Suspensions</b>	0.0	0.2	0.0	1.6	2.1	1.9	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

School safety is a high priority at Marshall Elementary. Operational standards are in place to ensure that the Marshall staff maintains a safe and clean campus. The school staff monitors the school grounds prior to the start of the school day, during the school day, and at dismissal times. For student safety, all visitors must register at the school office using the Raptor system, an online database, for clearance and wear an identification badge while on campus. The site safety and emergency plan is reviewed and updated annually. The plan specifies procedures for dealing with fire, flood, earthquake, violence, and hazardous waste emergencies. Monthly fire drills and quarterly disaster drills are held to ensure that staff and students are prepared should an emergency situation arise.

Students are expected to be safe, trustworthy, accountable and respectful at all times. The staff uses a positive discipline approach for behavior to ensure high academic standards and to keep students safe. Students participate in a school wide incentive program that promotes the development of good character. Character development is an integral part of the school mission. Our goal is for students to feel safe, respected and cared for while on the school campus.

## 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
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	75

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+
<b>K</b>	20	3	5		20	3	6		22	2	6	
<b>1</b>	23		6		22	2	4		23		6	
<b>2</b>	25		6		22		6		21	1	5	
<b>Other</b>									10	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	
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.34	N/A
Resource Specialist	1.0	N/A
Other	8	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	9592	2235	7357	70021
District	N/A	N/A	7317	66881
Percent Difference: School Site and District	N/A	N/A	0.5	4.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	11.9	0.5

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

**Types of Services Funded (Fiscal Year 2016-17)**

The school employs a library technician to maintain and operate the school library for five hours a day. A school nurse is available on site one day per week. In addition, a health aide is on site daily for five hours a day.

Gifted and Talented Education (GATE): Although the district screens students for GATE in the third grade, younger students showing potential receive individualized academic instruction.

Special Education Program: A full-time Resource Specialist and a part-time speech therapist are available to assist students with Individual Learning Plans (I.E.P.). Students who participate in the resource program or the speech program receive additional help to meet predetermined goals. These students spend the majority of their day within the regular education classroom. The school psychologist is available as needed to assist with testing and counseling students.

English Learner Program: Approximately one-third of the student population is designated as limited or non-English speaking. All English learners receive daily English Language Development instruction. All teachers have completed coursework or successfully passed the required exam for the Cross-cultural Language and Academic Development (CLAD) certificate. We encourage parents of English Learners to participate in the school’s English Language Advisory Committee.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,144
Mid-Range Teacher Salary		\$69,119
Highest Teacher Salary		\$86,005
Average Principal Salary (Elementary)		\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)		\$121,395
Superintendent Salary		\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	3%	6%

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)**

Marshall teachers are provided opportunities to participate in professional development activities on an ongoing basis. Student assessment results and teacher surveys determine the focus for staff training. Professional development is held prior to the start of school and on designated Wednesdays (early release schedule) during the school year.

During the 2015-2016 school year, staff members concentrated on implementing the California Common Core State Standards. Professional development activities focused on lesson design, increasing student engagement/participation, enhancing vocabulary instruction for English Learners and providing differentiated learning opportunities for students who are performing below grade level expectations in the area of reading and writing. Areas of focus included test data analysis, standards training, instructional strategies and curriculum development. Staff development opportunities may include presentations by outside consultants, conferences, and peer presentations. Various strategies of support, based on individual teacher needs, are provided such as: academic coaching support, observation feedback, grade level meetings, peer observations, and classroom visitations.

The staff has formed Professional Learning Communities (PLC's) at each grade level. Teachers work collaboratively with each other and administration to examine student work, evaluate test data, and develop lessons to support student learning. Assessment information includes results of weekly quizzes, end of chapter tests, and quarterly benchmark exams and skill assessments.