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Pasadena Unified School District

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**DISTRICT MISSION STATEMENT**

*The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.*

*\* Data in this report are reflective of the 2011-12 school year unless otherwise noted.*

# *John Marshall Fundamental Secondary School*



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**2011-2012 School Accountability Report Card**

*Published in the 2012-2013 School Year*

**Principal's Message**

At John Marshall we believe in engaging students in rigorous instruction aligned to standards, supporting high expectations for all students, connecting with students both professionally and personally, and partnering with parents for student success. John Marshall offers a rigorous, open access program. We are nationally acclaimed for challenging our students to strive to meet their personal academic goals and long-range future plans. The College Board once showcased Marshall with a prestigious Inspiration Award that annually recognizes only three high schools across the country. We urge parents to join us in a partnership as we pursue excellence for our students.

**School Mission Statement**

The mission of Marshall Fundamental Secondary School, a diverse educational community, is to graduate students who are empowered to think critically, to act responsibly, and to take on challenges through a system distinguished by instruction that is both rigorous and engaging and a culture that invites and embraces students and their families.

**School Goals**

All graduates of Marshall Fundamental will demonstrate the following:

1. Proficiency in reading, writing, listening, and computational standards
2. Effective postsecondary planning and mastery of the skills needed to implement plans successfully
3. Respect, tolerance, and the ability to work with diverse groups
4. Skills necessary to be a productive member of society exercising all rights and responsibilities
5. Proficiency in using technology to research, solve problems, communicate, and manage daily life
6. Ability to think critically, use problem solving strategies effectively, and create innovative products and solutions

**Community & School Profile**

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Marshall is one of five high schools in the Pasadena Unified School District, which also consists of three middle schools and 20 elementary schools. Since 1973, when it was re-opened as a "fundamental school," Marshall has maintained an unwavering commitment to providing students with a firm, wide-ranging academic foundation on which to build a successful future.

As a model school of choice, Marshall offers a variety of Advanced Placement courses and accepts students by application from the entire PUSD attendance area, which includes Pasadena, Altadena, Sierra Madre, and the unincorporated areas of Los Angeles County.

In the 2011-12 school year, Marshall served 1,901 students in grades six through twelve. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	12.1%
American Indian	0.3%
Asian	3.1%
Filipino	1.2%
Hispanic or Latino	62.2%
Pacific Islander	0.3%
White	16.5%
Two or More	3.6%
None Reported	0.7%

### Discipline & Climate for Learning

Students at Marshall are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Marshall's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Marshall. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, schoolwide assemblies, and individual student handbooks. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	168	267	191	2376	3094	1768
Suspension Rate	9.3%	14.3%	10.0%	11.8%	15.6%	8.9%
Expulsions	4	0	1	10	9	6
Expulsion Rate	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%

### Student Recognition

Positive student behavior and academic excellence are consistently encouraged and rewarded. Students are recognized for academic performance and for improved GPAs at the end-of-the-year's "Salute to Excellence" recognition program. Top students from each department are also recognized. Students may participate in the National Honors Society (NHS) and the California Scholastic Federation (CSF), and students who make Honor Roll have their names posted on hallway display boards.

### Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, sports programs, and clubs include:

- AP Support Club
- Armenian Club
- Baseball Club
- Cheer Club
- Christian Club
- Cross Country Club
- Drama Club
- Football Club
- Girls Soccer Club
- Golf Club
- Key Club
- Middle Eastern Club
- Middle School Eagles
- National Honor Society (NHS)
- Boys Soccer Club
- Tennis Club
- Unidos
- Pacific American Volunteer Association
- Young Educated Black Scholars (YEBO/BSU)
- Art Club
- Asian Club
- Boys Basketball Club
- Choir Club
- Color Guard
- Dance Team Club
- Fashion Club
- Girls Basketball Club
- Golden Eagles
- Journalism/Newspaper Club
- Lady Eagles Volleyball
- Middle School Art Club
- Music Club
- Puente
- Softball Club
- Track Club
- Yearbook

### School Attendance

Regular attendance at Marshall is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized if students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

### Class Size

The Class Size Distribution table illustrates the average class size by grade and subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12			
By Grade Level												
6	32	29	29	-	11	8	14	13	12	12	25	18
By Subject Area												
English	26	27	19	21	16	48	28	11	29	25	32	24
Math	26	32	25	17	7	20	27	7	20	20	30	29
Science	30	31	29	7	5	10	25	14	22	23	21	28
Social Science	32	32	29	4	6	15	10	6	24	36	25	46

## Instructional Minutes & Minimum Days

In the 2011-12 school year, some grades did not meet the daily instructional minute requirements specified in the California Education Code because the district's school year ran 178 days instead of 180 days. The State allowed the shortage of minutes. The district also provided two minimum days for Back-to-School Night and Open House.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th-8th	54,000	65,357
9th-12th	64,800	64,742

## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In the 2009-10 school year, the district offered two development days, and in the 2010-11 and 2011-12 school years, the district offered no staff development days. During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In the 2011-12 school year, staff development topics included:

- Teaching with Block Schedule
- Academic Language Development for English Learners
- Teaching Math Conceptually
- Writing: Persuasive, Expository, Narrative
- Step Up to Writing
- Thinking Maps

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTS) facilitator and/or the Peer Assistance and Review (PAR) program.

## Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available who meet all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School				District
	School			District	
	09-10	10-11	11-12	11-12	
Fully Credentialed	67	65	65	761	
Without Full Credentials	0	2	0	0	
Working Outside Subject	1	2	1	4	

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

*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.*

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies	10-11 11-12 12-13		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	3	5	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>3</b>	<b>5</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.*

School	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Marshall strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The academic counselor-to-pupil ratio is 1:415. The chart displays a list displays support services that are offered to students at Marshall.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
	Bilingual Aide	1
Computer Teacher	3	3.0
Counselor	5	4.5
Health Clerk	1	0.8
Librarian	1	1.0
Nurse	1	1.0
Occupational Therapist	1	As Needed
Psychologist	2	1.2
Resource Specialist Program (RSP) Teacher	3	3.0
Special Day Class (SDC) Teacher	7	7.0
Speech and Language Specialist	1	1.0

Marshall provides additional services for students with special needs as identified by an Individualized Education Plan (IEP). The school has two Special Day Classes for middle school students, which offer assistance in-class through a full-inclusion program. Speech and language therapy and a Resource Specialist Program (RSP) are also available on a push-in and pull-out basis. Students are mainstreamed into traditional classrooms whenever possible.

The English Language Development (ELD) program at Marshall assists students who are English Learners (EL). The program provides Structured English Immersion classes in core curriculum subject areas which are conducted by an ELD teacher.

The Puente Program identifies students who have academic potential, but who have not had the opportunity to be on the college track. These students are assigned to a teacher-advisor and to a mentor from the community. In addition, students visit college campuses and attend special lectures. Other support programs include Upward Bound and MESA.

The school provides an after-school tutorial program, which provides additional assistance in all subject areas. The school's Tutorial Program specifically addresses academic subject areas in need of extra attention and allows students to improve on problem areas and improve existing skills. Both programs are staffed by certified teachers from core subject areas.

Marshall offers a Gifted and Talented Education (GATE) program, which is available for students who qualify. Students are identified through test results and teacher recommendations. GATE students receive differentiated instruction in class on a variety of subjects.

## Curriculum Improvement

All curriculum development at Marshall revolves around the State Content Standards and Frameworks. A District Curriculum Task Force has been charged with the responsibility of analyzing the curriculum and determining courses of action to ensure that the district is in alignment with the state's Standards and Frameworks. In addition, a professional team of auditors was hired by the district to provide objective analysis of the curriculum, and to make recommendations regarding areas that require increased focus.

School faculty members regularly receive scheduled professional development training in the implementation of standards-based instruction. Departments have developed Curriculum Maps to ensure that all students receive rigorous instruction in every class. In conjunction with the Institute of Research and Reform in Education teachers are collaborating in the development of consistent assessments, instructional techniques and intervention strategies which adhere to the standards and which help ensure that all students will have access to the very best instruction in all content areas.

## Textbooks & Instructional Materials (School Year 2012-13)

Pasadena Unified School District held a public hearing on October 16, 2012, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, 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. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in February 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	History/Social Science	Glencoe	2006	Yes	0.0%
6th-7th	Mathematics	Glencoe/McGraw Hill	2008	Yes	0.0%
6th-8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Reading/Language Arts	Holt McDougal	2010	Yes	0.0%
9th-12th	Reading/Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
6th-8th	Science	CPO Science	2007	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/History	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Social Science/History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/History	Prentice Hall	2006	Yes	0.0%

## Computer Resources

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Each classroom contains an average of four computers. The school's three computer labs, equipped with a combined total of 90 Internet-connected workstations, is staffed by a full-time computer lab instructor. Students receive standards-based computer instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the district libraries located in Los Angeles county, which contain numerous computer workstations.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	55	59	59	49	50	51	52	54	56
Mathematics	28	32	30	44	45	45	48	50	51
Science	51	59	55	45	48	51	54	57	60
History/Social Science	51	51	52	39	39	39	44	48	49

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	51	45	51	39
School	59	30	55	52
African American/ Black	58	26	53	53
Asian	84	62	88	68
Filipino	75	50	*	64
Hispanic or Latino	50	22	48	45
White	77	55	71	71
Males	54	34	56	54
Females	63	28	55	50
Socioeconomically Disadvantaged	50	23	44	44
English Learners	10	4	13	11
Students with Disabilities	28	23	30	15

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.



## California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	6	6	6
Similar Schools	4	4	4

  

Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	18	15	1
Black or African American			
Actual API Change	20	27	16
Hispanic or Latino			
Actual API Change	16	19	-
White			
Actual API Change	45	-23	-9
Socioeconomically Disadvantaged			
Actual API Change	19	19	-3
English Learners			
Actual API Change	9	17	-11
Students with Disabilities			
Actual API Change	-12	24	49

	2012 Growth API Comparison					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,612	764	13,127	761	4,664,264	788
Black or African American	193	738	2,087	711	313,201	710
Asian	50	900	391	907	404,670	905
Filipino	20	868	238	869	124,824	869
Hispanic or Latino	1,013	730	8,065	735	2,425,230	740
White	254	857	1,795	870	1,221,860	853
Two or More Races	60	876	397	867	88,428	849
Socioeconomically Disadvantaged	1,137	726	9,393	724	2,779,680	737
English Learners	426	619	4,513	685	1,530,297	716
Students with Disabilities	176	524	1,719	579	530,935	607

## Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2012-13)	-	Year 2
# of Schools Currently in PI	-	17
% of Schools Identified for PI	-	51.52%

## Physical Fitness (School Year 2011-12)

In the spring of each year, Marshall Fundamental Secondary School is required by the state to administer a physical fitness test to all seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.3%	20.5%	34.2%
9	25.9%	19.8%	31.4%

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	68.0	48.0	54.0	69.0	56.0	59.0	65.0	49.0	56.0
Mathematics	66.0	45.0	54.0	66.0	51.0	56.0	62.0	49.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	51.0	24.0	25.0	51.0	34.0	15.0
All Students School	35.0	28.0	36.0	38.0	39.0	23.0
Male	43.0	26.0	31.0	35.0	40.0	25.0
Female	30.0	30.0	40.0	35.0	40.0	25.0
African American	41.0	31.0	28.0	52.0	31.0	17.0
Hispanic or Latino	39.0	31.0	30.0	42.0	43.0	15.0
White	26.0	16.0	58.0	26.0	32.0	42.0
English Learners	94.0	6.0	-	82.0	18.0	-
Socioeconomically Disadvantaged	41.0	32.0	27.0	45.0	38.0	18.0
Students with Disabilities	87.0	-	13.0	87.0	7.0	7.0

### Dropout & Graduation Rates

The school actively works to reduce dropouts through the Impact program, counselor-led interventions, Independent Study options, afterschool tutoring, and tutorial programs, which can alleviate the academic frustration that frequently precedes a student dropping out. The chart displays graduation and dropout information for the past three years. *Data from the 2011-12 school year was not available at the time of publication. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.*

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	1.20%	2.10%	1.30%
Graduation Rate	95.11%	96.60%	96.43%

### Completion of High School Graduation Requirements - Class of 2012

In addition to fulfilling district graduation requirements, students in California public schools must pass both the English/Language Arts and Math portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
	School	District	State
All Students	98.3%	82.2%	*
Socioeconomically Disadvantaged	97.4%	82.7%	*
African American/Black	108.7%	83.8%	*
American Indian	100.0%	100.0%	*
Asian	100.0%	100.0%	*
Filipino	100.0%	85.3%	*
Hispanic or Latino	99.3%	79.5%	*
Pacific Islander	100.0%	100.0%	*
White	98.0%	89.3%	*
English Learners	85.7%	44.0%	*
Students with Disabilities	81.3%	67.9%	*
Two or More Races	100.0%	79.7%	*

\* Data was not available at the time of publication.



## Advanced Placement Classes

The Advanced Placement (AP) program at Marshall consists of college-level courses in English Language & Composition, English Literature & Composition, Spanish Language, Spanish Literature, Biology, Chemistry, Environmental Science, Macroeconomics, U.S. History, World History, and Physics. Pasadena City College also offers Advanced Placement courses, which count directly toward college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	1
English	2
Foreign Language	1
Science	4
Social Science	6
Totals	12
Percent of Students in AP Courses	6.1%

## UC/CSU Course Completion

Students are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C' each semester.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	26.1
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	55.8

\* Duplicated Count (one student can be enrolled in several courses).

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants.

Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	187
What percent of the school's pupils complete a CTE program and earn a high school diploma?	99.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	50.0

## Workforce Preparation

Marshall strives to provide students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. Rosa Valdez is the primary contact for Pasadena Unified School District's Career Technical Education (CTE) Committee. The table on page 10 lists the career preparation courses offered at the school.

## School Leadership

Leadership at Marshall is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Mark Anderson joined the school in the fall of 2011.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- AAPC (African American Parent Council)
- Athletic Boosters
- English Language Advisory Council
- Instructional Leadership Team (ILT)
- Music Boosters
- Parent-Teacher-Student Association (PTSA)
- School Site Council
- Student Study Team

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Computer Science I-III	John Marshall Fundamental Secondary School	All course offerings incorporate CTE model curriculum standards, satisfy the district's graduation requirements, and/or the A-G entrance requirements for the UC/CSU systems.	CTE programs include academic rigor and real world relevance. Courses aligned to CTE and Content standards, All students have the opportunity to develop a career goal	ELSRs; ROP Guidelines & Standards, Industry Certification
Graphic Design	John Marshall Fundamental Secondary School	All course offerings incorporate CTE model curriculum standards, satisfy the district's graduation requirements, and/or the A-G entrance requirements for the UC/CSU systems.	CTE programs include academic rigor and real world relevance. Courses aligned to CTE and Content standards, All students have the opportunity to develop a career goal	ELSRs; ROP Guidelines & Standards
Television Production	Ed Center-KLRN	All course offerings incorporate CTE model curriculum standards, satisfy the district's graduation requirements, and/or the A-G entrance requirements for the UC/CSU systems.	CTE programs include academic rigor and real world relevance. Courses aligned to CTE and Content standards, All students have the opportunity to develop a career goal	ELSRs; ROP Guidelines & Standards

## Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Marshall Fundamental Secondary School. Parent participation in the PTSA, School Site Council, School Advisory Council, and the English Language Advisory Council continues to increase each year.

A Community Liaison is available to assist in communication among school personnel, the community, and parents. Marshall Fundamental Secondary School is committed to building a broad-based communication network in order to enable the prompt dissemination of information among all stakeholders.

## Contact Information

Parents who wish to participate in Marshall's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5810, or visit the district's website at [www.pusd.us](http://www.pusd.us).

## Safe School Plan

The safety of students and staff is a primary concern of Marshall. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and the administrators.

The School Site Safety Plan is updated annually by the School Site Council; revisions are shared immediately with all members of the staff. The plan was most recently updated and reviewed with school staff in February 2013. Key elements of the plan include evacuation plans, disaster supplies, and staff responsibilities. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and lockdown drills are conducted on a monthly basis throughout the school year.

## School Facilities

Marshall was originally constructed in 1925 and is currently comprised of 75 classrooms, a library, three computer labs, a staff room, two multi-purpose rooms/cafeterias, one gym, and multiple athletic fields. The most recent renovations to the campus occurred from 2000 to 2002 and included school-wide installation of new heating and air conditioning units, expansion of the library, and the construction of eight science labs. The entire school was repainted and all the windows were replaced in the summer of 2010. The school recently modernized the library and added a computer lab. In addition, an ADA ramp was added to the music building and pavers were installed in the north quad. Electrical upgrades are currently being completed on the 'A' building.

Future deferred maintenance projects include removal and replacement of a 100 gallon water heater. The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 10/25/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			A Building Classroom A7 - Missing ceiling tile. A Building Hallway - Ceiling tile is missing. Handrail in need of repair. D Building Boy's Locker Room - Minor plaster damage on wall above door. Door needs minor repair. Window frame has minor wood damage. Work Orders Submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Office Room A16, B Building Classroom B124, Weight Rooms - Stained ceiling tile. Work Orders Submitted.
Electrical	X			Classroom A22 - Light fixture is missing cover. Classroom A204 - Electrical receptacle needs tightening. P.E. Offices - Electrical outlet needs cover. Work Orders Submitted.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			A Building Classroom A7 - Concrete on the corner wall is broken. Work Order Submitted.
External (Grounds, Windows, Doors, Gates, Fences)	X			Classroom A102 - Door needs minor repair. A Building Roof - Roof access panel latch needs replacing. Classroom A201 - Door lock needs tightening. Classroom A219 - Door needs minor repair. Parking Lot - South parking lot fence needs minor repair. Classroom B127, Classroom B128, Classroom B224 - Door needs minor repair. D Building Classroom D239 - Window frames has minor wood damage. Classroom D238, Classroom D237 - Westside window frames have some wood damage. P.E. Offices - Door needs minor repair. Westside window frame has damage. D Building Girl's Locker Room - Door needs minor repair. West side window frame is damaged. D Building Gym - Wall tile is missing. Door needs minor repair. Window frame is damaged. West gutter needs repair. Work Orders Submitted.

### Cleaning Process

Marshall provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with three full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Marshall's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

### Deferred Maintenance Budget

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Pasadena Unified School District did not participate in the deferred maintenance program for the 2012-13 school year.

### Expenditures & Services Funded (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,023
From Supplemental/Restricted Sources	\$1,111
From Basic/Unrestricted Sources	\$3,912
District	
From Basic/Unrestricted Sources	\$3,973
Percentage of Variation between School & District	-1.53%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-28.28%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs
- Tobacco Use Prevention Education (TUPE)

### Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$39,120	\$40,932
Mid-Range Teachers	\$60,480	\$65,424
Highest Teachers	\$80,729	\$84,596
Elementary School Principals	\$103,554	\$106,806
Middle School Principals	\$105,864	\$111,776
High School Principals	\$113,442	\$120,858
Superintendent	\$238,600	\$204,089
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.6%	39.4%
Administrative Salaries	5.7%	5.0%

### School Site Teacher Salaries (Fiscal Year 2010-11)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$57,975
District	\$65,714
Percentage of Variation	-11.78%
School & State	
All Unified School Districts	\$68,488
Percentage of Variation	-15.35%

### Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.