

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Marsh Junior High School	<b>District Name</b>	Chico Unified School District
<b>Street</b>	2253 Humboldt Road	<b>Phone Number</b>	Chico, CA 95928
<b>City, State, Zip</b>	Chico, CA 95928	<b>Web Site</b>	www.chicousd.org
<b>Phone Number</b>	(530) 895-4110	<b>Superintendent</b>	Kelly Staley
<b>Principal</b>	Jay Marchant	<b>E-mail Address</b>	kstaley@chicousd.org
<b>E-mail Address</b>	jmarchan@chicousd.org	<b>CDS Code</b>	04-61424-6116610

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Marsh Junior High School is located in the southeast section of Chico. It serves students who reside in areas that serve Little Chico Creek, Parkview, Sierra View, and Chapman elementary schools. Marsh Junior enrolled students in grades 7 and 8 during the 2009-10 school year. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Junior high students in grades 7 were placed in "colleges" at our school during the 2009-10 school year.

Marsh Junior High School will provide our students with a high quality education that stresses individual academic achievement in a nurturing environment.

### Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Marsh's parent involvement is extensive. At Marsh, the emphasis is on getting parents to assist with the academic and social programs that exist in a child's typical school day. Parents fill out a survey at the beginning of the year that shares their interests, talents, and willingness to assist at school. Parents help with field trips, clubs, dances, athletics, and school productions. Marsh Junior has an active Parent Teacher Student Organization, School Site Council, a parent run sports program, as well as high levels of parent volunteer participation. We also have formed a school-community partnership with many local businesses. One of our goals is to increase the school's involvement with our community. Contact the main office for more information.

### Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	6
Grade 7	284
Grade 8	291
<b>Total Enrollment</b>	<b>582</b>

### Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.09	White	69.76
American Indian or Alaska Native	1.55	Two or More Races	
Asian	8.08	Socioeconomically Disadvantaged	38.1
Filipino	0.86	English Learners	6.7
Hispanic or Latino	15.81	Students with Disabilities	11.2
Native Hawaiian/Pacific Islander	0.17		

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.6	4	17	3	29.2	3	11	6	27.4	3	14	3
Mathematics	29.3	1	17	4	32.8	0	7	12	30.4	0	10	7
Science	32.1	1	9	10	33.5	0	1	16	31.6	0	9	8
Social Science	31.4	1	7	14	34.1	0	2	16	31.6	0	12	5

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

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A school disaster and safety plan has been developed and is approved yearly. The plan includes: emergency procedures in case of fire, earthquakes, traumatic incidents, imminent danger (code red), evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, chemical spill, crime in progress, and fire/explosion. All teachers have copies in their rooms and are familiar with the procedures. Our staff goes through a yearly review of the procedure. A copy is available in the office should you care to view it. Providing a safe, clean and comfortable place to learn is a high priority at Marsh Junior High School.

Marsh Junior High School's discipline policy is directed towards prevention. It is expected that students will respect the rights of others and conduct themselves in an appropriate manner at all times.

All students receive a discipline handbook and school folder which describe our policies and expectations. High visibility of administration and staff before and after school and during lunch has resulted in fewer behavior problems. Teachers or administrators will deal with infractions of rules and regulations in a manner appropriate to the specific offense and to the individual student. The central purpose of any disciplinary action will be to teach students their personal responsibilities in maintaining order at Marsh Junior High School. At the beginning of each school year the administrators visit every classroom to emphasize and clarify school expectations, such as attendance, behavior, dress, academics and suggestions on how to be successful at MJHS.

The top ten rules to live by at MJHS:

1. Keep your hands to yourself.
2. Keep negative comments to yourself.
3. Be to class on time and do your homework.
4. Leave electronic equipment home.
5. Respect all persons and property.
6. No gum chewing.
7. Leave dangerous objects at home.
8. Pick up your trash.
9. Clear your absences.
10. Wear appropriate school attire.

Peer-Helpers Program (Peer Counseling) - Each year representatives of our student body are nominated by their peers and trained by the counseling staff as peer counselors. They are taken on a retreat where they are given the parameters of their job assignments and legal responsibilities. Peer counselors are available to help students through minor issues.

Conflict Resolution Process - Our conflict resolution process has evolved by design to its current status. The entire administration and counseling staff are trained mediators. MJHS has also trained students to be mediators. We are finding that an increasing number of students are using the conflict resolution process to solve their problems.

Campus Supervision During Key Hours - The key hours have been identified at MJHS and personnel have been assigned accordingly.

- 2 people 7:30 - 8:15 a.m.
- 5 people 11:40 - 12:40 p.m.
- 2 people 2:30 - 3:30 p.m.
- 1 person 3:30 - 4:00 p.m.

Harassment Complaints (Racial, Sexual or Religious) - An administrator has been assigned the responsibility to follow up on all harassment complaints. The administration follows the procedures outlined in our district policy guidelines. Complaint forms are located in the office.

Crisis Counselor - The position is absorbed into personnel. Funds are needed to provide materials. A crisis counselor is available during the school day. A site crisis manual and emergency procedures manual are given to all staff as part of their teacher handbook. There is a formal process for initiating the Chico Unified School District Crisis Team to deal with significant issues affecting large numbers of students at school sites. Since 1997 there has been mandated crisis training/simulations for all district management and support personnel.

Participation in the Serious Habitual Offenders (SHO) Program - MJHS has had a representative on the SHO program committee since its inception working with the Chico Police Department, Butte County Probation, District Attorney's Office, Sheriff's Department and other schools in the Butte County area. These agencies help identify, track and supervise serious habitual offenders. Regular probation interviews on campus are conducted by the Chico Police Department School Resource Officer (SRO) and the Butte County Probation Officer. MJHS students who are entering probation, currently on probation, or are exiting probation go through an interview process with the SRO and Parole Officer (PO). They meet with these students on a regular basis to reinforce positive behavior, good attendance, good grades, and to hopefully stop negative behavior, such as truancies and non-attendance, before they become major issues.

Chico Police Department Youth Offender Diversion Program/Community Service Hours Served on Campus - Students who are assigned to the diversion program can work their community service hours at MJHS under the supervision of a MJHS administrator and staff member. The purpose of this program is to hopefully instill school ownership and pride in the youthful offenders.

Group Counseling - MJHS counselors meet with high-risk groups on a regular basis. They take them through a set curriculum and work with them in groups and as individuals. This program has proven to be valuable.

MJHS SOS Program - Student Outreach Services (SOS) is a dedicated team of multidisciplinary staff members offering alternative interventions and support for students experiencing difficulties in relation to 1) attendance; 2) behavior; 3) health; and/or 4) academics.

Saturday School - MJHS has a Saturday School alternative program. We are finding it to be an effective tool in curtailing and preventing trancies.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	3.2	6.1	21	4.0	6.6	9.9
<b>Expulsions</b>	0.3	1.0	1.0	0.7	0.7	0.7

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Marsh Junior High School is fortunate to be one of the newest schools in Chico, opening its doors in 1999. While all the buildings in the original design have yet to be completed, the campus is architecturally beautiful. Currently, we have 30 classrooms, library, administration building, and a portable cafeteria/multi-purpose room. A gymnasium was completed for the 2003 school year. The campus is superior for technology; the equipment is state of the art; the computer labs are exceptional, we have a video editing lab, and all core teachers have Smart Board technology. We have recently added an additional 16 computers to our Library computer lab, which gives us 40 total. All safety, fire alarms, and security systems are new and in place.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Clean clay trap in Room 21. Clean trap. WO #42305
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	[ ]	Missing ceiling tile in Room 27. Replace ceiling tile. WO #42303 Clean ceiling around vents in Room 950. WO #42311
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	31	27	30	565
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	94.38%	5.62%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.3	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.5	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.3	---
Resource Specialist (non-teaching)		---
Other		---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2009 Math

7 Holt Math

8 Algebra Readiness McDougall Littell

7-8 Algebra 1 - Geometry CPM

2006 History

K-6 Harcourt - Reflections

7-8 Glencoe – Discovering Our Past

2007 Science

K-5 Macmillan – California Science

6-8 Prentice Hall – Focus on California Science

2002 Reading/English

K-6 Houghton Mifflin – A Legacy of Literature

7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Meets State Guidelines	0	Yes
Mathematics	Meets State Guidelines	0	Yes
Science	Meets State Guidelines	0	Yes
History-Social Science	Meets State Guidelines	0	Yes
Foreign Language	Meets State Guidelines	0	Yes
Health	Meets State Guidelines	0	Yes
Visual and Performing Arts	Meets State Guidelines	0	Yes

### VIII. School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,754.09	\$2,463.27	\$5,290.82	\$58,677.85
District	---	---	\$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	0%	-6%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-10%	-13%

#### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to these general fund monies, Marsh Junior High School receives supplemental funding for specific purposes. A School Improvement budget will support our school improvement effort and will be governed by our elected School Site Council.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, 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. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	66	66	67	52	54	56	46	50	52
Mathematics	53	51	57	47	46	47	43	46	48
Science	64	76	75	57	60	64	46	50	54
History-Social Science	57	65	58	45	50	55	36	41	44



### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55.5	46.6	57.8	55.1
All Student at the School	67.1	56.5	72.9	58.3
Male	63	58	75	64
Female	71	55	75	52
Black or African American	47	41	*	*
American Indian or Alaska Native	*	*	*	*
Asian	70	62	80	71
Filipino	*	*	*	*
Hispanic or Latino	44	32	46	38
Native Hawaiian/Pacific Islander	*	*	*	*
White	73	62	81	63
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	47	39	57	34
English Learners	16	16	*	8
Students with Disabilities	39	32	*	11
Students Receiving Migrant Education Services	*	*	*	*

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	5.1%	17.7%	75.8%

## X. Accountability

### 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. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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.

API Rank	2007	2008	2009
Statewide	8	8	8
Similar Schools	3	5	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	4	13	4
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a
Native Hawaiian/Pacific Islander	n/a	n/a	n/a
White	7	18	4
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	17	31	5
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	830	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	722	712	715
Native Hawaiian/Pacific Islander			753
White	848	820	838
Two or More Races			807
Socioeconomically Disadvantaged	734	713	712
English Learners		660	691
Students with Disabilities		601	580

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pend

### Federal Intervention Program (School Year 2010-11)

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 (ELA 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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Instructional staff participate in selected in-service days designed to improve teaching skills. Marsh students begin school one hour later each Wednesday. This hour is utilized by staff as collaboration time for departments/grade levels to meet and discuss student data, plan units and develop common assessments. Specific topics in the past few years have included literature-based English, assessment, cooperative learning methods, team building activities and ways to utilize our technology in all subjects.

All of our core areas are involved in efforts to align curriculum to state standards. Release time is provided to coordinate curriculum. Middle school "teams" provide a school-within-a-school concept.

We spend considerable time reviewing test results and planning improvement. All teachers are provided test results for all students. Special needs students are assisted through special education, ESL teachers, GATE classes, lunch time and after-school tutoring programs.