

Marsh Junior High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Marsh Junior High School
Street	2253 Humboldt Road
City, State, Zip	Chico, CA 95928
Phone Number	(530) 895-4110
Principal	Jay Marchant
E-mail Address	jmarchan@chicousd.org
CDS Code	04-61424-6116610

District Contact Information	
District Name	Chico Unified School District
Phone Number	Chico, CA 95928
Web Site	www.chicousd.org
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org

School Description and Mission Statement (School Year 2012-13)

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 Chapman, Little Chico Creek, Parkview, and Sierra View elementary schools. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented.

Marsh Junior High School will ensure every student will reach a high level of academic achievement based on state standards, by providing a nurturing environment with a comprehensive system of assessments and support.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Marsh's parent involvement is extensive; 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. Marsh has an Academic Parent Portal, this allows parents to track their students academic progress. Marsh Junior High also takes advantage of the district wide message system to send out information regarding upcoming school activities. 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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment 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)**, 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.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64	62	64	58	58	58	54	56	55
Mathematics	50	59	70	51	51	52	49	50	50
Science	74	77	85	67	68	67	57	60	59
History-Social Science	60	66	66	59	56	58	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	52	67	58
All Student at the School	64	70	85	66
Male	61	71	88	64
Female	68	69	81	68
Black or African American	50	56		
American Indian or Alaska Native				
Asian	63	84	92	67
Filipino				
Hispanic or Latino	52	54	76	60
Native Hawaiian/Pacific Islander				
White	68	73	87	66
Two or More Races				
Socioeconomically Disadvantaged	47	54	75	52
English Learners	19	32		
Students with Disabilities	50	40		11
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.0	16.2	67.2

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE 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	2010	2011	2012
Statewide	8	7	7
Similar Schools	6	4	4

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-4	4	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	14	4	52
Native Hawaiian/Pacific Islander			
White	6	1	21
Two or More Races			
Socioeconomically Disadvantaged	17	-18	56
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	525	868	8,818	807	4,655,989	790
Black or African American	14	889	315	718	296,463	708
American Indian or Alaska Native	8		151	747	30,394	743
Asian	38	895	547	786	406,527	906
Filipino	4		62	890	121,054	867
Hispanic or Latino	98	808	1,947	738	2,438,951	744
Native Hawaiian/Pacific Islander	8		57	785	25,351	774
White	349	880	5,550	839	1,200,127	853
Two or More Races	3		107	756	125,025	824
Socioeconomically Disadvantaged	208	798	4,561	745	2,774,640	743
English Learners	55	719	1,232	684	1,482,316	721
Students with Disabilities	54	706	1,063	626	527,476	615

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	280
Grade 8	281
Total Enrollment	561

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.2	White	65.4
American Indian or Alaska Native	1.6	Two or More Races	0.5
Asian	7.5	Socioeconomically Disadvantaged	41.4
Filipino	0.7	English Learners	11.2
Hispanic or Latino	19.1	Students with Disabilities	10.0
Native Hawaiian/Pacific Islander	1.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	28.7	3	5	10	25.6	7	7	9	24	7	10	6
Mathematics	29.4	3	6	9	30.2	2	4	11	29	3	8	8
Science	33.6	0	3	13	31.4	2	2	14	34		3	13
Social Science	33.6	0	4	9	32.8	1	2	14	32	1	4	12

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 Gator Way

1. Honor and Respect Marsh
2. Always be Honest and Tell the Truth
3. Use Student Planner Everyday; Be on Time to Class and Ready to Learn
4. Complete all Work on Time
5. No Bullying – Ever

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 12:15 - 12:55 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 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 Parole Officer (PO). They meet with these students 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.

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 truancies.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	19.05	10.12	10.79	8.95	4.57	5.77
Expulsions	0.34	1.02	1.65	0.59	0.62	0.67

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 computer lab, which adds 35 more computers gives us 120 total in three different labs, and we added wireless routers to our campus, making our school site with full wireless capabilities. All safety, fire alarms, and security systems are in place.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: October 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Repair/Replace Stained Ceiling Tiles: Rooms B4/B11/C17/D19/973 (Library). WO# 52054 Replace Missing Ceiling Tile: Rooms 18/973. WO# 52054
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Repair Door Closure on South MPR door. WO# 52061 Repair Roof Over Locker Rooms. WO# 51674
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	28	27	26	599
Without Full Credential	0	1	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.1	3.9
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	97.9	2.1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	416
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		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2012

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. 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / Language Arts - 2002	Yes	0
Mathematics	McDougal Littell / Algebra Readiness - 2009 CPM Course Connections Course 2 / Math B - 2013 CPM / Algebra - 2009 CPM / Geometry - 2009	Yes	0
Science	Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Glencoe / Discovering Our Past - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,586.42	\$2,917.36	\$5,669.06	\$49,807.00
District	---	---	\$5,648.82	\$63,409
Percent Difference: School Site and District	---	---	0.4	-21.5
State	---	---	\$5,537	\$68,841
Percent Difference: School Site and State	---	---	2.4	-27.6

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a 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>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Marsh Jr. High receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,933
Mid-Range Teacher Salary	\$53,164	\$65,087
Highest Teacher Salary	\$84,737	\$84,436
Average Principal Salary (Elementary)	\$89,920	\$106,715
Average Principal Salary (Middle)	\$97,238	\$111,205
Average Principal Salary (High)	\$102,804	\$120,506
Superintendent Salary	\$164,900	\$207,812
Percent of Budget for Teacher Salaries	39.8%	39.8%
Percent of Budget for Administrative Salaries	4.5%	5.1%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.

All of our core areas are involved in efforts to align curriculum to state and common core standards. Release time is provided to coordinate curriculum.

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, Tutorial period, lunch time and after-school tutoring programs.