

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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

### EdData Partnership Web Site

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

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>	<a href="http://www.chicousd.org">www.chicousd.org</a>
<b>Phone Number</b>	(530) 895-4110	<b>Superintendent</b>	Kelly Staley
<b>Principal</b>	Jay Marchant	<b>E-mail Address</b>	<a href="mailto:kstaley@chicousd.org">kstaley@chicousd.org</a>
<b>E-mail Address</b>	<a href="mailto:jmarchan@chicousd.org">jmarchan@chicousd.org</a>	<b>CDS Code</b>	04-61424-6116610

### School Description and Mission Statement (School Year 2010-11)

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 2010-11 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 2010-11 school year.

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 2010-11)

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. 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. Marsh has an Academic Parent Portal, this allows parents to track their students' academic progress. 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 2010-11)

Grade Level	Number of Students
Grade 7	286
Grade 8	286
<b>Total Enrollment</b>	572

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.8	White	66.8
American Indian or Alaska Native	1.2	Two or More Races	0
Asian	7.7	Socioeconomically Disadvantaged	38.3
Filipino	0.9	English Learners	14.3
Hispanic or Latino	18	Students with Disabilities	10.3
Native Hawaiian/Pacific Islander	0.2		

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

Subject	2008-09			2009-10			2010-11					
	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	29.2	3	11	6	27.4	3	14	3	28.7	3	5	10
Mathematics	32.8	0	7	12	30.4	0	10	7	29.4	3	6	9
Science	33.5	0	1	16	31.6	0	9	8	33.6	0	3	13
Social Science	34.1	0	2	16	31.6	0	12	5	33.6	0	4	9

\* 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.

### III. School Climate

#### School Safety Plan (School Year 2010-11)

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.

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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. Be on time and do your homework.
2. Wear appropriate school attire.
3. Leave electronic equipment at home.
4. Leave dangerous objects at home, this includes "look alike" toy weapons.
5. Keep your hands to yourself.
6. Be respectful of yourself and others (no public displays of affection).
7. Keep your negative comments to yourself (no bullying).
8. Clear your absences.
9. Pick up your trash.
10. No gum chewing.

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 truancies.

### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	6.15	20.96	19.05	6.92	10.03	8.95
<b>Expulsions</b>	0.97	0.86	0.34	0.77	0.73	0.59

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** October 2011

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, and we added wireless routers to our campus, making our school site with full wireless capabilities. All safety, fire alarms, and security systems are new and in place.

### School Facility Good Repair Status (School Year 2011-12)

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 Overall Rating (bottom row)

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]	[ ]	Room 18: Missing ceiling tile - WO#47228 Replace missing tile MPR: Broken window trim - WO#47263 Replace trim

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
<b>Electrical:</b> Electrical	[]	[]	[]	[X]	Room 22: Emergency lights not working - WO#47208 Repair or replace lights Boys Locker Room: Emergency lights out - WO#47208 Replace light tubes Room 22: Broken light switch - WO#47208 Replace Switch
<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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	27	30	28	560
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage 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	100	0
All Schools in District	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

\* 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 25 percent or less in the free and reduced price meals program.

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2010-11)**

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		---

\* 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.

**VII. Curriculum and Instructional Materials**

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)**

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 instruction 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 2011

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.

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 Holt: Course 2 / Pre-Algebra - 2009 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

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,009	\$2,803	\$5,206	\$62,064
District	---	---	\$5,212	\$65,393
Percent Difference: School Site and District	---	---	-0.11%	-5.09%
State	---	---	\$5,455	\$67,667
Percent Difference: School Site and State	---	---	-4.57%	-8.28%

\* **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 webpage 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 webpage 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 2010-11)

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.

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 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,035
Mid-Range Teacher Salary	\$53,749	\$65,412
Highest Teacher Salary	\$84,597	\$84,837
Average Principal Salary (Elementary)	\$95,080	\$106,217
Average Principal Salary (Middle)	\$99,405	\$111,763
Average Principal Salary (High)	\$102,267	\$121,538
Superintendent Salary	\$166,688	\$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/td/cs/>.

**IX. 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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	66	67	64	54	56	58	49	52	54
Mathematics	51	57	50	46	47	51	46	48	50
Science	78	75	74	61	64	67	50	54	57
History-Social Science	65	58	60	50	55	59	41	44	48

\* 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	51	67	59
All Student at the School	64	50	74	60
Male	60	53	79	60
Female	67	47	70	59
Black or African American	41	12	0	0
American Indian or Alaska Native	0	0	0	0
Asian	61	59	72	69
Filipino	0	0	0	0
Hispanic or Latino	40	31	64	44
Native Hawaiian/Pacific Islander	0	0	0	0
White	71	56	78	64
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	45	37	65	47
English Learners	12	19	21	21
Students with Disabilities	48	38	0	14
Students Receiving Migrant Education Services	0	0	0	0

\* 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 2010-11)**

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 webpage 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	17	21.4	58.3

\* 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.

## X. 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 webpage 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	2008	2009	2010
Statewide	8	8	8
Similar Schools	5	6	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	13	4	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			14
Native Hawaiian/Pacific Islander			
White	18	4	6
Two or More Races	N/D		
Socioeconomically Disadvantaged	31	5	16
English Learners			
Students with Disabilities			

\* "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 - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	531	825	8,725	803	4,683,676	778
Black or African American	17	653	324	696	317,856	696
American Indian or Alaska Native	7		164	743	33,774	733
Asian	44	834	612	775	398,869	898
Filipino	5		53	907	123,245	859
Hispanic or Latino	94	736	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	1		45	819	26,953	764
White	358	853	5,596	835	1,258,831	845
Two or More Races	0		23	762	76,766	836
Socioeconomically Disadvantaged	187	747	3,894	731	2,731,843	726
English Learners	80	705	1,321	681	1,521,844	707
Students with Disabilities	53	639	977	622	521,815	595

### 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)

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

### Federal Intervention Program (School Year 2011-12)

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 webpage: <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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

## 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 data reporting, etc.)?

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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.