

The Single Plan for Student Achievement

School: Marigold Elementary School
CDS Code: 04-61424-6003032
District: Chico Unified School District
Principal: Shawneese Heath
Revision Date: 2-22-16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on April 20, 2016.

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School Vision and Mission

Marigold Elementary School's Vision and Mission Statements

The following statements were developed by our School Site Council and the Marigold Leadership Team in order to communicate our ideals to the community:

Marigold's vision is to ensure the academic, emotional and social success of every student in a safe, responsible and respectful learning environment.

It is the mission of the Chico Unified School District and Marigold Elementary School to develop students who are confident individuals with positive self-esteem; educated, safe, respectful, responsible, enlightened citizens; effective communicators; creative problem solvers, critical reflective thinkers; self-directed life long learners; users of appropriate technology; and productive members of the workforce. In our vision, all students will succeed as evidenced by realizing high standards and expectations for achievement and accountability by parents, students, and educators for the quality of student work within a safe enriched environment, utilizing a wide variety of resources and strategies. All teachers will collaborate with their PLC teams, develop common assessments and analyze results to ensure academic achievement.

School Profile

Marigold serves families in the northeast area of Chico. In addition to regular program students, Marigold houses one of the CUSD Special Day classes for students with mild to moderate learning difficulties. Marigold is a neighbor of Loma Vista, a CUSD Special Education school, and Pleasant Valley High School. Marigold has an integration program with Loma Vista's TK class, as well as, an effective student aid program with Pleasant Valley High School students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2015-16 school year, all staff and parents had the opportunity to give input by completing a school climate survey. Students in grades 4th through 6th also have the opportunity to give input to a school climate survey.

All students will be given district benchmark tests as well as grade level common formative assessments.

In the Spring, students in grades 3rd through 6th are given opportunity to take the CAASPP (California Assessment of Student Performance and Progress).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are well supplied with textbooks and materials utilizing district funds. Specialized materials for all curricular areas are available through the use of School Site Council (SSC) and Parent Teacher Association (PTA) funding.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Marigold School meets and exceeds performance goals in this area.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Marigold School meets and exceeds goals in this area.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Marigold School meets performance goals in this area.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Marigold School meets performance goals in this area.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Marigold School meets performance goals in this area.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Marigold School meets performance goals in this area.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Marigold School meets this performance goal by utilizing the professional Learning Communities process/model.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Marigold meets performance goals in this area.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Marigold meets performance goals in the area.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Marigold School meets performance goals in this area.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Marigold School meets performance goals in this area.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Marigold School meets performance goals in the area.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Marigold meets performance goals in this area.

14. Research-based educational practices to raise student achievement

Marigold School meets performance goals in this area.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Marigold School meets performance goals in this area. However we are always looking for additional personnel, materials and services to improve our program.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Marigold School meets performance goals in this area.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Marigold meets performance goals in this area.

18. Fiscal support (EPC)

Marigold School meets performance goals in this area. Additionally, the PTA supports Marigold School in many ways including additional materials, technology and volunteer time.

Description of Barriers and Related School Goals

1. Continue to build and implement strategic intervention and enrichment for all students in the area of English Language Arts
2. Continue to build and implement strategic intervention and enrichments for all students in the area of Mathematics
3. Continue to build and implement strategic intervention for second language learners (ELD)
4. Consistent budget to support Professional Development and release time for PLC teams
5. Organize and implement SBIT teams to help support students with academic and behavioral needs.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	90	86	95.6	86	2405.7	17	24	26	33
Grade 4	72	71	98.6	71	2460.5	17	31	27	25
Grade 5	81	78	96.3	78	2502.8	17	38	15	29
Grade 6	77	76	98.7	76	2506.4	4	33	45	18
All Grades	320	311	97.2	311		14	32	28	27

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	23	41	36	16	48	36	17	63	20	14	53	33
Grade 4	18	52	30	20	52	28	20	65	15	8	52	20
Grade 5	22	50	28	29	41	29	18	63	19	26	59	15
Grade 6	8	64	28	8	59	33	17	74	9	14	67	18
All Grades	18	51	31	18	50	32	18	66	16	16	58	22

Conclusions based on this data:

1. The current data is a baseline. We will look for data trends from year to year when we have two or more years to compare.
2. There is room for improvement in all areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	90	86	95.6	86	2416.5	14	31	26	29
Grade 4	72	71	98.6	71	2480.5	17	38	24	21
Grade 5	81	78	96.3	78	2505.8	14	32	32	22
Grade 6	77	76	98.7	76	2491.5	7	20	39	34
All Grades	320	311	97.2	311		13	30	30	27

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	31	31	37	19	53	28	22	48	30
Grade 4	32	39	28	25	46	28	24	48	28
Grade 5	29	33	37	19	54	27	13	69	18
Grade 6	9	39	51	5	55	39	9	53	38
All Grades	26	36	39	17	52	31	17	54	29

Conclusions based on this data:

1. The current data is a baseline. We will look for data trends from year to year when we have two or more years to compare.
2. There is room for improvement in all areas.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
1			2	50	2	50						4
2	2	33	3	50	1	17						6
3	1	14	1	14	4	57	1	14				7
4			3	75			1	25				4
5	2	50	2	50								4
Total	5	20	11	44	7	28	2	8				25

Conclusions based on this data:

1. 64% of students tested met the benchmark CELDT score to be considered English Proficiency.
2. There is room for improvement for students in the Intermediate and Early Intermediate levels.
3. No students scored in the beginning range.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	33	4	67			6
1			2	50	2	50					4
2	3	43	3	43	1	14					7
3	1	14	1	14	4	57	1	14			7
4			3	75			1	25			4
5	2	50	2	50							4
Total	6	19	11	34	9	28	6	19			32

Conclusions based on this data:

1. 53% of students tested met the benchmark CELDT score to be considered English Proficiency.
2. There is room for improvement for students in the Intermediate and Early Intermediate levels.
3. No students scored at the Beginning proficiency range.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	26	25	25
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	26	25	25
Number Met	--	--	17
Percent Met	--	--	68.0%
NCLB Target	57.5	59.0	60.5
Met Target	*	--	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	28	3	27	4	27	4
Number Met	--	--	--	--	11	--
Percent Met	--	--	--	--	40.7%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

Conclusions based on this data:

- Four students have had five or more years of English Language (EL) instruction.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maggie Daugherty, Chairperson				X	
Nick Bartlett, Secretary				X	
Juanita Gonzollez, ELAC Rep				X	
Shawneese Heath	X				
Lesley Hess			X		
Linda Phillips				X	
Jim Merrill				X	
Michael Townzen		X			
Janelle Wolfsberger		X			
OPEN, Teacher position		X			
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Shawneese Heath		
Typed Name of School Principal	Signature of School Principal	Date

Maggie Daugherty		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Marigold Elementary LCAP/SPSA Goals

Year: 2015-16

<p>LCAP Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. 						
<p>Site Goals:</p> <ul style="list-style-type: none"> Marigold will adhere to Williams Act requirements. Marigold will reduce the ratio of students to device ratio from 3:1 to 2.3:1. 						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Review credentials and assignments.</p>	<ul style="list-style-type: none"> Work with district HR to ensure 	<p>- HR Data- Number of</p>	<p>All</p>	<p>HR</p>	<p>LCFF-Base</p>	

Marigold Elementary LCAP/SPSA Goals

Year: 2015-16

	teachers possess required credentials and are teaching in appropriate assignments	teachers with appropriate credential and teaching in correct subject area - Williams Act Report				
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: Illuminate and Renaissance 	<ul style="list-style-type: none"> Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	Instructional Materials Renaissance Place (Total District Cost) Illuminate (Total District Cost) Little Readers and Classroom Books	LCFF Base LCFF-District Supplemental LCFF-Base LCFF Supplemental Site	84,000 64,000 3500
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> Site will ensure that Chromebook carts and iPad minis are maintained in good working order. 20 iPad minis will be purchased for site use Two new Chromebook Carts for site use 	Ratio of students to devices in grades 2-6 Access to devices, i.e. iPad minis, classroom computers, and computer lab	All	IT Dept iPad Minis-MS Voucher Program	LCFF-Base Grant Funded	\$6,455
To ensure access to on-line resources, employ: <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<ul style="list-style-type: none"> Libraries will be maintained and available for student use. 	Marigold Library staffed with Library Media Assistant 12.5 hours per week	All	Librarians & Library Media Assistants (Total District Cost)	LCFF- District Supplemental	794,091

Marigold Elementary LCAP/SPSA Goals

Year: 2015-16

	<ul style="list-style-type: none"> • Marigold will employ an IA Tech 	Tech IA- 20 hours per week		Tech Aides (Total District Cost)	LCFF-District LCAP	184,764
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> • Computers for Classrooms • Comcast Internet Access 	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter two times per year	All	No Funding Needed		

<p>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <ul style="list-style-type: none"> ● 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. ● 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP. 						
<p>Site Goals: -All certificated personnel will move to stage 2 or higher on the CSCS implementation plan. -All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS. -All certificated personnel will meet a minimum of 10 times to analyze student achievement data.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>

Marigold Elementary LCAP/SPSA Goals

Year: 2015-16

<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback and modify site PD opportunities. Timeline: Fall and Spring surveys District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development 	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p> <p>DLC Funding</p>	<p>Title II District</p>	
<p>Provide professional development in:</p> <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). 	<ul style="list-style-type: none"> Our staff will attend district-wide professional development. Teachers will meet to analyze data and design rigorous CSCS instruction. PLC's analyzing benchmark results together GLT/SBIT progress monitoring high concern students Planning CSCS lessons together District-wide Skype/Video meetings supporting data discussion Provide after school professional development sessions focusing on technology integration in classrooms 	<p>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5 & Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD</p> <p>PD Sign In Sheets</p> <p>Site Leadership Minutes</p>	<p>All</p>	<p>Presenter Costs</p> <p>PLC Release Time</p> <p>GAFE Training</p> <p>After School PD Opportunities</p> <p>Site & Local PD Opportunities</p>	<p>Title II District</p> <p>Title II Site</p> <p>Title II Site</p> <p>Title II District</p> <p>Title II Site</p>	<p></p> <p>\$2,600</p> <p>\$4,735</p> <p></p> <p>\$1,500</p>

Marigold Elementary LCAP/SPSA Goals

Year: 2015-16

	<ul style="list-style-type: none"> ● Provide opportunities for professional development based on site needs as determined by Leadership, DLC TOSA, and/or staff 					
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> ● CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC ● Ensure all students are given site, district and state assessments. 	<p>- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <p>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</p>	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District	
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> ● Interested teachers will participate in long term professional development opportunities 	<p>ABEO Participation Rate</p> <p>Math Time (three teachers participating from Marigold)</p>	All	<p>ABEO</p> <p>3 year Grant</p>	<p>Title II Site</p> <p>Grant Funded</p>	As needed from \$1500 PD funds

<p>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</p> <ul style="list-style-type: none"> • 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. • 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. • 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. • 3.4: Increase student achievement for English learners. • 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers. 						
<p>Site Goal:</p> <ul style="list-style-type: none"> • Marigold will lower the number of students on the High Concern list by 20% by May 2016. • Marigold will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data 						

Marigold Elementary LCAP/SPSA Goals

Year: 2015-16

Dashboard.						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> Not Applicable 					
Implement RTI academic interventions using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. High Concern lists of students will be looked at frequently and discussed among teachers Employ supplementary support teachers (certificated) Site will use RTI process to monitor placement of students in interventions 	<ul style="list-style-type: none"> - K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CASC Assessment Data - 3-6 SBAC Data CELDT Data EL Reclassification Rate Language Star Assessment Data STAR Math, i-Ready, and STAR Reading, CCSS Assessment Data 	All	<ul style="list-style-type: none"> Language Star Coaches STAR Math, Learning A-Z, Raz-Kids, IXL Math, LearnZillion, i-Ready, Tween Tribune, etc. Release Time or EA for staff training 	<ul style="list-style-type: none"> LCFF District Supplemental Title II- District LCFF Supplemental Site 	<p>6000</p> <p>As needed from \$1500</p>

Marigold Elementary LCAP/SPSA Goals

Year: 2015-16

	<ul style="list-style-type: none">• All English Learners will take CELDT• Use of various computer programs to facilitate student interventions				Title II Site	PD funds

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<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> • Targeted Case Managers (TCMs) • Elementary Instructional Specialists (2.6 FTE) • Parent Restricted Aides • Guidance Aides 	<ul style="list-style-type: none"> • See Goal 4 • Marigold will employ a .2 TOSA • Provide one hour a day of aide support in grades K-2nd and two hours a day in the 5th /6th classroom • Marigold will employ a 25 hr/week Guidance Specialist 		All	<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Parent Restricted Aide</p> <p>Guidance Aide</p>	<p>LCFF-District Supplemental</p> <p>LCFF Supplemental Site</p> <p>Grant Funded</p>	<p>357,353</p> <p>33,018</p> <p>45,000</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> • Site Kindergarten teachers will attend planning meetings at the district office. 	<p>Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30</p>	All	No Funding Needed		

<p>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</p> <ul style="list-style-type: none"> 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2: At all levels, increase parent input and involvement in school activities. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student 						
<p>Site Goal: Marigold will move from 0% to 50% of parents registered on Blackboard Connect or similar text messaging school system.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable</p>	<p>Proposed</p>		

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			Subgroups	Expenditures		
				Description	Funding Source	Amount
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> ● using Parent Portal in Illuminate for 4th-6th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries <p>Communicate with parents regularly on a school level</p>	<ul style="list-style-type: none"> ● Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings ● Register parents on the Blackboard Connect (or similar system) school-wide text messaging program ● Post on the school Facebook page at least three times a week, increase 'likes' to 200 or more 	<p>PD Sign-in Sheets</p> <p>Parent feedback regarding timely responses</p> <p>Text Messaging Sign-ups</p> <p>Spring Parent Survey Responses</p>	All	<p>After School PD Opport.</p> <p>Blackboard Connect Membership</p> <p>Education for the Future Survey (Total District Cost)</p>	<p>Title II-District</p> <p>LCFF Site Funds</p> <p>LCFF Base</p>	<p>800</p> <p>10,000</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> ● Parent Portal feature in Aeries, Illuminate, or Renaissance Learning ● Academic programs to support student learning, such as: Google Apps for Education, etc. 	<ul style="list-style-type: none"> ● Marigold will offer a minimum of 2 parent/family informational opportunities <ul style="list-style-type: none"> ● Examples: Back to School Night, Renaissance Learning technology training 	Event Sign-in Sheets	All	Provide refreshments	LCFF Site Funds	200
<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● District will provide a .5 TCM 	Sign in Sheets at site ELAC meetings	All	TCM Costs	See Goal 3	
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> ● Parent Information/BTSN 	<ul style="list-style-type: none"> ● Offer a minimum of four family activities <ul style="list-style-type: none"> ● Examples: Reading night, Wake up to 	Percent of parents attending events such as BTSN,	All	Provide refreshments and daycare	LCFF Site Funds	600

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<ul style="list-style-type: none"> • SSC • Site ELAC/DELAC 	Reading, Talent Show, Open House, Jog-a-thon, Back to School Night, Carnival	Parent-Teacher Conferences, SSC, and ELAC meetings				
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<p>Goal 5: Improve School Climate</p> <ul style="list-style-type: none"> • 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion. 						
<p>Site Goal: Marigold will reduce the number of chronically truant students by 2% annually.</p>						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> • becoming a trauma-informed district 	<ul style="list-style-type: none"> • Make teachers aware of PD opportunities through weekly bulletins and staff meetings 	Session Sign-in Sheets	All			

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<ul style="list-style-type: none"> behavior strategies such as the Nurtured Heart Approach 	<ul style="list-style-type: none"> Virtue of the Month/Week and student recognition program Student and Staff Leadership Program 	<p>Virtue Video views and student behavior referrals</p> <p>Leadership Student Activity Logs, Office Referrals, Staff Feedback</p>		<p>Video Web Production Program & student prizes</p> <p>Educational Books and Release time for leadership teachers</p>	<p>LCFF Supplemental Site</p> <p>LCFF Supplemental Site</p>	<p>1200</p> <p>700</p>
<p>Provide parent, education/training classes to improve student attendance</p>	<ul style="list-style-type: none"> Provide a minimum of four family events Early identification of students with attendance issues Communicate chronically absent/tardy names to teachers Parent/Principal meetings to see if student absences and tardies improve Use attendance rewards at school assemblies 	<p>Event Sign-in Sheets</p> <p>Aeries Reports</p>	<p>All</p>	<p>See goal 4</p> <p>Transport. assistance ie. bikes, bus passes</p> <p>EA for Attendance Clerk</p> <p>Attendance Awards</p>	<p>LCFF Supplemental Site</p> <p>LCFF Supplemental Site</p> <p>LCFF Supplemental Site</p>	<p>300</p> <p>1900</p> <p>250</p>
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. Reset/ISS) 	<ul style="list-style-type: none"> Maintain Opportunity Class Institute the Reset Classroom as an alternative to suspensions 	<p>Number of Referrals to Opportunity Class</p> <p>Number of Referrals to Reset</p>	<p>All</p>	<p>Opportunity Class</p> <p>Reset</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>160,000</p> <p>107,000</p>

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<ul style="list-style-type: none"> Alternative Ed. Supplemental staffing 		ISS, OSS Rates				
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> EMHI/PIP Guidance Aides Nurses <p>• Health Assistants</p> <p>• Medically Necessary/Off Campus Instruction.</p>	<ul style="list-style-type: none"> Employ EMHI, PIP, Guidance Aides- See Goal 3 <ul style="list-style-type: none"> Employ Nurses Employ Health Assistants Provide MNI Services as needed 	Site Attendance Rate	All	<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>107,044</p> <p>496,363</p> <p>336,250</p>
<p>Increase campus supervision as per site needs.</p> <p>Improve traffic flow for drop-off and pick-up</p>	<ul style="list-style-type: none"> Employ School Aides (noon supervisor, yard duty) as needed Purchase Radios and replacement batteries Purchase Parking Lot Signs Marigold will provide additional aide supervision for 3 hours/week to support positive recess supervision and begin an organized lunch sports program 	<p>Number of Behavior Referrals</p> <p>Parent Feedback, Number of Office Referrals, Referrals to Opportunity Class, Reset, Suspensions</p>	All	<p>Campus Supervision (Total District Cost)</p> <p>School Aide</p> <p>Radios/Signs</p>	<p>LCFF Supplemental District</p> <p>LCFF Supplemental Site & Safe Schools</p> <p>Safe Schools</p>	<p>616,831</p> <p>4,530/\$900</p> <p>3,190</p>
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> Students receive Fine Arts and PE in 1st-6th grades 	Site Attendance Rate	All	Certificated teacher prep time release	LCFF Supplemental District	
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> Not Applicable 					

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Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$ N/A Title 1 Carryover-\$ N/A		
Title II -\$10,065 Title II Carryover-\$312 Total \$ 10,377	PLC Release PD Opportunities Google Training	\$2,600 \$1,800 \$4,735 Total \$ 9,135
Safe Schools - \$3,000 Safe Schools Carryover- \$729 Total \$ 3,729	Extra Yard Supervision Two-Way Radios Radio Batteries Parking Lot Signs	\$900 \$1,700 \$590 \$240 Total \$ 3,430

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LCAP Budget Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
LCFF 15-16 Total- \$47,483 LCFF Carryover- \$4,794 Total= \$52,277	Leadership PLC Extra Assignment Rigby Readers/Classroom Books Tech Programs,STAR Math, iReady,etc. Parent Restricted Aides School to Home Communication Parent Trainings/Family Activities Video Production/Student Awards Student Leadership Program Support Attendance Support Addition recess aides	\$1700 \$3500 \$6000 \$33,000 \$800 \$200/\$600 \$1200 \$700 \$2450 \$1200 Total \$51,350
		Total= \$63,917