

# The Single Plan for Student Achievement

**School:** Marsh Junior High School  
**CDS Code:** 04-61424-6116610  
**District:** Chico Unified School District  
**Principal:** Jay Marchant  
**Revision Date:** 4-8-16

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**

### **Marsh Junior High School's Vision and Mission Statements**

"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."

## **School Profile**

The beautiful campus is located in a rural setting in full view to the eastern foothills of the Sacramento valley and is surrounded by a natural environment whose fields and stream provide a unique classroom for the arts and sciences. The facilities boast state-of-the-art equipment and technology housed in an architecturally spectacular design.

The 560 7th, and 8th grade students at Marsh represent a variety of ethnic and social economic groups mirroring the diversity of the community, which it serves. The curriculum at Marsh, which is aligned with state content standards, is both rigorous and challenging. Campus life at Marsh is rich with activities available for students including clubs, sports, after school programs, service learning opportunities, and a myriad of student government-sponsored activities.

The Staff of 27 highly professional and dedicated teachers at Marsh represents the best in each discipline and a balance of experience and enthusiasm, youth and maturity. The support staff contributes greatly to the positive and supportive environment that all students experience. This administration and staff has developed a Jr. High program that has generated significant acclaim and is a source of pride to the students, staff, parents, and community.

## **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).

- District Surveys: Administrator Survey
- Teacher Survey
- Classified Survey
- Parent Survey
- Student Surveys

### **Classroom Observations**

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

Administrator regularly visit classrooms for both formal and informal observation.

## 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)

Teachers utilize a number of informal and formal assessment tools to monitor student progress and plan instruction. Assessments are used to identify areas of need for each student and to track and adjust the success of interventions and teacher practice.

Such multiple measures include:

State testing

CELDT

Teachers in english, math use STAR mirror district benchmark test, social studies and science use teacher created district benchmark assessments. These benchmarks are directly related to standards.

Teacher created common assessments.

Report Cards

Progress Reports

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

Late start one day per week for Professional Learning Community Data Teams where teachers can work collaboratively to ensure the alignment of curriculum to state standards, produce common assessments, analyze student performance data, plan data driven lessons, and develop plans for differentiated instruction.

Common Assessments

Illuminate Data

Benchmark Data

## Staffing and Professional Development

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

Teachers are highly qualified under NCLB.

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

Currently we have our credentialed teachers working with the regular education population. Each grade level and department is equipped with teachers who have attained or in the process of attaining subject matter competence. All teachers participate in professional development offered by the district.

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

High quality professional development activities are provided throughout the year. This is in keeping with the high content standards-based instruction for a diverse population while preparing teachers and students for local and state assessments. PLC grade-level teaming in-services will continue throughout the year on site and district designated staff development days, during staff meetings and as well as on site staff selected minimum days.

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

Ongoing instructional assistance and support for teachers is met in multiple ways. Professional development has most recently centered on meeting the needs of our students meeting proficient levels on State testing. Highly qualified specialists presented several workshops based on methodology and implementation of research-based programs. District wide grade level meetings offer a forum for discussion and analysis of assessment data, best practices, and district objectives. All new teachers must be trained under a BTSA assigned teacher.

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

Late start one day per week for Professional Learning Community Data Teams where teachers can work collaboratively to ensure the alignment of curriculum to state standards, produce common assessments, analyze student performance data, plan data driven lessons, and develop plans for differentiated instruction.

## Teaching and Learning

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

English, Math, Social Studies and Science all have a curriculum aligned with the state standards, Industrial Technology, and Physical Education departments have voluntarily adopted the state standards for their discipline and have aligned their curriculum accordingly. In Special Education the curriculum, instruction and materials are aligned to the content and performance standards based on the Individual Education Plans for each student.

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

Marsh follows the Chico Unified School District Board Policy which is aligned with the state standards on instructional minutes for reading/language arts and mathematics.

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

Lesson pacing are done during the late start collaboration time given to the teachers once a week, then common assessments are developed by the teachers to identify what interventions are needed for low performing students. Marsh has an Lunch/SSR intervention classes are in place for all core areas. Math interventions are also offered after school.

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

Currently we have in place standards based instructional materials and textbooks for use in Social Studies, Math, Science, English. All programs have differentiated components to address the needs of English Language Learners, GATE, Special Education, and below proficient students. Teachers have identified target students and common research based strategies for addressing their skill gaps. They then use multiple measures to collect data including student diagnostic data and teacher practice data to determine the effectiveness of their practice with the target students.

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)

State standards are embedded in the adopted curriculum for Language Arts, Social Science, Science and Mathematics: Report cards are aligned to the standards. The principal conducts formal and informal classroom observations on a regular basis to ensure that instructional practices are aligned to the adopted programs. Unit assessments, which accompany the adopted programs, are given and analyzed according to the pacing guide.

Opportunity and Equal Educational Access

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

After School Homework club  
Team Meetings  
Lunch/IRI Interventions  
SBIT Meetings

14. Research-based educational practices to raise student achievement

Professional Learning Communities Model

Parental Involvement

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

School Site Council meets on a monthly basis. ELAC meeting with ELD Parent meetings

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)

School Site Council ELAC

Funding

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

Intervention teachers. ELD support, additional Counselor support

## 18. Fiscal support (EPC)

See Categorical Budget

### Description of Barriers and Related School Goals

There are several barriers which may interfere with student achievement at March Junior High. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The level of parent education or language barriers limit parental homework assistance. Not all under-performing students are able to participate in after school programs.

Key Barriers:

- Tardies, and inconsistent attendance in extended day programs.
- behavioral, emotional, and social issues which impact student engagement or student achievement
- Absenteeism
- Test scores determining students status in reading and math programs arrive late to school, creating a barrier to ascertaining an accurate schedule for the students and teachers.

State/District Budget

Enough interventions time for identified students scoring below the proficient levels.

Need more training for staff on the Pyramid of Interventions and RTI models.

Staff Development on KLT and ELD strategies

## 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 7	284	274	96.5	273	2560.8	16	42	25	17
Grade 8	287	258	89.9	257	2571.6	12	41	33	14
All Grades	571	532	93.2	530		14	42	29	15

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 7	22	58	20	30	48	22	21	64	14	28	54	18
Grade 8	25	54	20	22	58	19	17	65	18	25	59	16
All Grades	24	56	20	26	53	21	19	65	16	27	56	17

#### Conclusions based on this data:

1.



## 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 7	284	277	97.5	276	2559.4	23	28	31	19
Grade 8	287	257	89.5	257	2575.2	28	24	21	27
All Grades	571	534	93.5	533		25	26	26	23

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 7	32	42	26	26	58	16	24	61	16
Grade 8	33	35	31	30	51	19	29	47	24
All Grades	32	39	29	28	55	18	26	54	20

#### Conclusions based on this data:

1.

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>7</b>	2	17	4	33	4	33			2	17	12
<b>8</b>	2	12	9	53	5	29	1	6			17
<b>Total</b>	4	14	13	45	9	31	1	3	2	7	29

#### Conclusions based on this data:

1.

## 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
	#	%	#	%	#	%	#	%	#	%	#
7	7	39	4	22	4	22			3	17	18
8	3	17	9	50	5	28	1	6			18
<b>Total</b>	10	28	13	36	9	25	1	3	3	8	36

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	34	32	29
Percent with Prior Year Data	100.0%	96.9%	96.6%
Number in Cohort	34	31	28
Number Met	28	20	17
Percent Met	82.4%	64.5%	60.7%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	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	5	32	3	30	3	27
Number Met	--	21	--	18	--	15
Percent Met	--	65.6%	--	60.0%	--	55.6%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	Yes	--	Yes	--	Yes

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

### Conclusions based on this data:

1.

## 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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
Jay Marchant	X				
Courtney Connelly		X			
Elizabeth Fondelier		X			
Jamie O'Brien		X			
Suzanne Gleed				X	
Tim Cariss				X	
Matt Galli				X	
Andrea Dempsey			X		
Peter Shippen					X
Kirsten Welch					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>

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 10/9/15.

Attested:

Jay Marchant

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Courtny Connelly

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

<p><b>LCAP Goal 1: Quality Teachers, Materials, and Facilities</b>  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"> <li>1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.</li> <li>1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li> </ul>						
<p><b>Site Goal: Marsh will decrease the device student ratio from 2.2:1 to 1.65:1.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Review credentials and assignments.</p>	<ul style="list-style-type: none"> <li>Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> </ul>	<p>- HR Data- Number of teachers with appropriate credential and teaching in correct subject area</p> <p>- Williams Act Report</p>	<p>All</p>	<p>HR</p>	<p>LCFF-Base</p>	
<p>Purchase the following to ensure students, including students in the identified subgroups, have instructional materials:</p> <ul style="list-style-type: none"> <li>Textbooks and supplemental materials</li> <li>Educational software: Illuminate and Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning</li> </ul>	<p>Williams Act Report</p>	<p>All</p>	<p>Renaissance Place (Total District Cost)</p> <p>Illuminate (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>LCFF-Base</p>	<p>\$84,000</p> <p>\$64,000</p>



Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> <li>Facilitate a CUSD M&amp;O site inspection to help identify and prioritize site facility repair needs</li> </ul>	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"> <li>Replace technology such as: smart boards with e-beam, hardware, software, projectors, teacher and tech lab computers that reflect new technology, as needed.</li> <li>Two new chromebooks carts added to the site for a total of six</li> </ul>	Site Student to Computer Device Ratio	All	2 Add'l Chromebook Carts (80)	One Time Common Core Funding	\$44,309
To ensure access to on-line resources, employ: <ul style="list-style-type: none"> <li>Librarians and Library Media Assistants</li> <li>Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>Libraries will be maintained and available for student use.</li> </ul>	Marsh Library Media Teacher- .33 FTE  Library Media Assistants staffed at .75 FTE per day  IT Tech Aide- .5 FTE per day	All	Librarians & Library Media Assistants (Total District Cost)  Tech Aides (Total District Cost)	LCFF- District Supplemental  LCFF-District Supplemental	\$794,091  \$184,764
Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> </ul>	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

<p><b>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.</li> </ul>						
<p><b>Site Goal: Marsh certificated personnel will move from stage 2 to stage 3 or higher on the CSCS implementation plan.</b></p> <p>Site Goal: Marsh will increase SBAC ELA and Math scores by 5%. 2015 ELA score is 56% and will increase to 59% in 2016. Math 2015 score is 51% and will increase to 53.5%. These percentages are overall achievement levels “3” (standard met) and “4” (Standard exceeded) added together</p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> <li>The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with Leadership team and modify site PD opportunities.</li> </ul>	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Provide professional development in:</p>	<ul style="list-style-type: none"> <li>All certificated personnel will participate</li> </ul>	<p>Sign In Sheets</p>	<p>All</p>	<p>District PD</p>	<p>Title II District</p>	

<ul style="list-style-type: none"> <li>● California State Content Standards</li> <li>● Before school and school-year PD in English Language Development</li> <li>● Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul>	<p>in a minimum of 10 hours of PD related to CSCS.</p> <ul style="list-style-type: none"> <li>● All certificated personnel will meet weekly in PLC groups to: <ul style="list-style-type: none"> <li>○ build student literacy through instructional practices aligned with CSCS</li> <li>○ plan instruction with a minimum of 8 of those times to analyze student achievement data</li> <li>○ <b>develop one common assessment each semester</b></li> </ul> </li> <li>● Send teachers to: <ul style="list-style-type: none"> <li>○ ELA/ELD Framework Rollout</li> <li>○ STEM Conference</li> <li>○ State NGSS Rollout in Red Bluff</li> <li>○ Google PD</li> <li>○ Language Star trainings (ELD teachers)</li> <li>○ California League of Middle Schools Common Core and Technologies Workshops</li> </ul> </li> </ul>	<p>PLC Notes</p> <p>Common Assessments developed</p> <p>Staff Meeting Agendas with overview from attendees</p>		<p>Opportunities Site PD Opportunities</p> <p>No Funding Needed</p> <p>Conference/ Training Costs</p>	<p>Title II Site Title II District</p>	<p>\$8,953</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> <li>● Develop common ELA Writing Rubric TK-12 (Argumentative)</li> </ul>	<p>District-wide ELA Rubric for Argumentative Writing</p> <p>DLC Meetings</p>	<p>All</p>	<p>TOSAs (Total District Cost) See Goal 3</p>	<p>LCFF Supplemental District</p>	<p>\$357,353</p>
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> <li>● Interested teachers will participate in long-term professional development opportunities</li> </ul>	<p>ABEO Participation Rate</p>	<p>All</p>	<p>ABEO</p>	<p>Title II District (Total District Cost) Title II Site</p>	<p>\$47,000 \$1,000</p>



<p><b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.</li> <li>• 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.</li> <li>• 3.4: Increase student achievement for English learners.</li> <li>• 3.5: Increase the percentage of students graduating from high school fully prepared for college and career</li> </ul>						
<p><b>Site Goal: Marsh will decrease the number of Ds and Fs in all subjects by 20% each semester. (219 Ds/Fs to 180 Ds/Fs by end of 1st semester)</b></p> <p><b>Site Goal: Marsh will increase SBAC ELA and Math scores by 5%. 2015 ELA score is 56% and will increase to 59% in 2016. Math 2015 score is 51% and will increase to 53.5%. These percentages are overall achievement levels “3” (standard met) and “4” (Standard exceeded) added together.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>

Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> <li>Develop a list of additional electives aligned with high school college and/or career pathways</li> </ul>	A-G Course Enrollment (Math and Foreign Language)  Percent of students enrolling in Career Pathways	All	Certificated Staff	Site Title II	\$3,000
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) 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"> <li>Maintain or reduce non-promoting student numbers from <u>4 students in 2014-15 school year to 4 or less in 2015-16</u></li> </ul>	Number of Students with Ds or Fs	All	.4 FTE Certificated Staff in Learning Center	LCFF Site Supplemental	\$17,500
	<ul style="list-style-type: none"> <li>Increase the support for all students with D and F grades through: <ul style="list-style-type: none"> <li>Learning Center</li> <li>Afterschool Homework Club</li> </ul> </li> </ul>			See above	LCFF Site Supplemental	\$12,240
	<ul style="list-style-type: none"> <li>Saturday School academic support</li> </ul>	Student Attendance via sign in sheets		Certificated Staff	LCFF Site Supplemental	\$2,000
	<ul style="list-style-type: none"> <li>IRI class</li> </ul>	Student Attendance via sign in sheets		Certificated Staff	LCFF District/Site Supplemental	\$17,500
	<ul style="list-style-type: none"> <li>Peer Tutoring</li> </ul>			No Funding Needed		
	<ul style="list-style-type: none"> <li>Chico State Intern support</li> <li>Math A class</li> </ul>			Certificated Staff	LCFF Site Supplemental	\$10,600
Provide the following services to improve instruction: <ul style="list-style-type: none"> <li>Targeted Case Managers (TCMs)</li> <li>Elementary Instructional Specialists (2.6 FTE)</li> <li>Guidance Aides</li> <li>Bilingual Aides</li> <li>TK Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>Increase ELD aide support from two hours a day to four hours a day</li> </ul>	Percent Making Progress towards English Proficiency	All	Targeted Case Managers (Total District Cost)  Bilingual Aides (Total District Cost)	LCFF-District Supplemental  LCFF-District Supplemental	\$357,353  \$452,158

	<ul style="list-style-type: none"> <li>20% of ELD students will meet the reclassification criteria. <b>(14 students in ELD Class at least reclassify 4 students.)</b></li> </ul>	(CELDT) EL Reclassification Rate				
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	Not Applicable					
Provide after school homework support at Elementary and Secondary as per site's needs.	Provide afterschool homework club support	Student Attendance via sign in sheets	All	Certificated Staff	LCFF Site Supplemental	

<p><b>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</b></p> <ul style="list-style-type: none"> <li>4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information.</li> <li>4.2: At all levels, increase parent input and involvement in school activities.</li> <li>4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student</li> </ul>						
<p><b>Site Goal: Marsh will move from 0% to 50% of parents registered on Remind text messaging.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> <li>using Parent Portal in Illuminate for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> <li>expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable to Junior High</li> <li>Remind staff of timely responses to parent inquiries in staff notes and at staff meetings</li> </ul>	<p>Parent Feedback Regarding Timely Responses</p> <p>Spring Parent Survey Responses</p>	<p>All</p>	<p>No Funding Needed</p> <p>Education for the Future Survey</p>	<p>LCFF Base (Total District Cost)</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"> <li>Parent Portal feature in Aeries and Illuminate</li> <li>Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Portal information sent home in packet pickup and at BTSN</li> <li>Post directions for signing up for Remind</li> </ul>	<p>Percent of parents accessing Remind and Aeries</p>	<p>All</p>	<p>No Funding Needed</p>		



	<ul style="list-style-type: none"> <li>on site website.</li> <li>Share directions to parents and staff via PTSO and staff meetings for signing up on Remind.</li> </ul>					
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>increasing parent participation</li> <li>District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to employ TCM at site</li> </ul>	Sign in Sheets at site ELAC meetings	All	See Goal 3		
Establish baseline for parent involvement in: <ul style="list-style-type: none"> <li>Parent Information/BTSN</li> <li>SSC</li> <li>Site ELAC/DELAC</li> </ul>	<ul style="list-style-type: none"> <li>Offer a minimum of 4 family activities</li> </ul>	Percent of parent attending BTSN, SSC, and ELAC meetings	All	No Funding Needed		



<b>Goal 5: Improve School Climate</b> <ul style="list-style-type: none"> <li>5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.</li> </ul>						
<b>Site Goal: Marsh will reduce the number of chronically truant students by 2% annually.</b>						
<b>CUSD Actions</b>	<b>Site Actions and Timeline</b>	<b>Metrics</b>	<b>Applicable Subgroups</b>	<b>Proposed Expenditures</b>		
				<b>Description</b>	<b>Funding Source</b>	<b>Amount</b>
Provide professional development for all staff in: <ul style="list-style-type: none"> <li>becoming a trauma-informed district</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>All staff will be provided information that clearly outlines student behavioral expectations and procedures for addressing student behavior concerns.</li> <li>All staff will have professional development on Trauma Informed by Matt Reddam, de-escalation training from Andy Duch, Nurtured Heart approach, and Mindset training.</li> <li>Every other staff meeting will be a Student support staff meeting to discuss our At- Risk and LCAP students' progress.</li> </ul>	Staff Meeting Agendas and Notes	All	Matt Reddam	Title II Site	\$250
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> <li>Marsh staff will consistently monitor daily school attendance and educate parents and students about the importance of regular attendance.</li> <li>Promote positive attendance through weekly, monthly, semester and annual attendance awards that include: end of the year drawing for students with perfect attendance (students get their name in a drawing for every month they have perfect attendance.)</li> </ul>	Daily Mid-day and End of Day Attendance Notes  List of Weekly and Monthly Awards	All	Certificated Staff	LCFF Base	

	<ul style="list-style-type: none"> <li>● Include informational research about the importance of daily school attendance in the school video newsletter.</li> <li>● Utilize Saturday school for ADA recoup days.</li> <li>● Adhere to CUSD attendance/SARB policies and procedures</li> </ul>	School Video Newsletter				
		Attendance at Saturday School Site Attendance Rate				
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>● Opportunity Programs (CAL and Chapman)</li> <li>● Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>● Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>● Use AFC for In-School suspensions</li> </ul>	ISS Rate	All	AFC Staff (Total District Cost)	LCFF District Supplemental	\$142,845
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li> <li>● Health Aides</li> <li>● Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>● Employ Nurses</li> <li>● Employ Health Assistants</li> <li>● Provide MNI Services as needed</li> </ul>	Site Attendance Rate	All	Nurses (Total District Cost)	LCFF District Supplemental	\$107,044
				Health Assistants (Total District Cost)	LCFF District Supplemental	\$496,363
				MNI (Total District Cost)	LCFF District Supplemental	\$336,250
Increase campus supervision as per site needs.	Employ Campus Supervisors  New Golf Cart for Campus Supervisor and Admin for school for student safety Update radios Update cameras Safety signs Safety apparel Safety lighting for campus Add campus supervision for special events	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF District Supplemental	\$616,831
					Site Safety Funds	\$5000 \$2000 \$4000 \$1000 \$500 \$2070 \$500

Support student engagement in Art, Music, and PE activities at the elementary schools.	Not applicable					
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"> <li>Provide numerous sports opportunities</li> </ul>	Student Participation Rate	All	Coaching Stipends (Total District Cost)	LCFF District Supplemental	\$367,825



<b>Total=\$27,313</b>	Safety lighting for campus Add campus supervision for special events	\$500 \$2070  \$500 <b>Total - \$27,313</b>

LCAP Budget Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
<b>15-16 Total- \$56,000</b> <b>LCAP Carryover- \$5,700</b>	Student Support Teacher Fall Semester	\$17,000
	(2) Spring IRI Classes	\$17,000
	Teacher for Tutorial & Math A Class	\$10,600
	Teacher cost for Tutorial Learning Center	\$2000
	Instructional Supplies-L/C,IRI,Math A	
	Afterschool Study Hall	\$3360
	Technology Supplies	\$2,240
	LCAP team meetings	\$8000 \$500
<b>Total= \$61,700</b>		<b>Total= \$61,700</b>