

# The Single Plan for Student Achievement

**School:** Marsh Junior High School  
**CDS Code:** 04-61424-6116610  
**District:** Chico Unified School District  
**Principal:** Jessica Kamph  
**Revision Date:** 11/26/17

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 .**

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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 910 6th, 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 39 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:

SBAC

I-Ready

CELDT

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

STAR reading Data

I-Ready 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 and Common Core. District wide grade level meetings offer a forum for discussion and analysis of assessment data, best practices, and district objectives. Ongoing peer observations to support teaching practices.

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. Science are in the implementation stage of NGSS, and attending professional development to prepare for the upcoming roll out.

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 intervention classes during the school day. a Interventions are also offered after school and on Saturdays.

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, Honors, 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 administration 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  
IRI Intervention classes  
SBIT Meetings  
Lunch Learning Center is provided.  
I Ready Tutorial  
Reteaching during tutorial times

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, and PTSO

Funding

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

Intervention teachers, ELD 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
- Enough interventions time for identified students scoring below the proficient levels.
- Providing interventions without taking electives away.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			254			250			250			98.4
Grade 7	284	295	290	274	288	285	273	287	285	96.5	97.6	98.3
Grade 8	287	284	284	258	280	279	257	279	279	89.9	98.6	98.2
All Grades	571	579	828	532	568	814	530	566	814	93.2	98.1	98.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			2546.4			20.00			37.60			26.40			16.00
Grade 7	2560.8	2569.2	2579.8	16	17	17.54	42	44	51.23	25	24	20.35	17	16	10.88
Grade 8	2571.6	2585.3	2590.2	12	20	18.28	41	38	42.65	33	27	27.96	14	15	11.11
All Grades	N/A	N/A	N/A	14	18	18.55	42	41	44.10	29	25	24.82	15	15	12.53

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6			33.60			48.40			18.00	
Grade 7	22	25	34.39	58	56	51.58	20	19	14.04	
Grade 8	25	28	31.18	54	52	50.90	20	21	17.92	
All Grades	24	26	33.05	56	54	50.37	20	20	16.58	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			29.60			45.60			24.80
Grade 7	30	38	40.35	48	43	44.21	22	19	15.44
Grade 8	22	32	31.90	58	53	53.76	19	16	14.34
All Grades	26	35	34.15	53	48	47.91	21	17	17.94



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			22.80			68.40			8.80
Grade 7	21	20	21.40	64	70	67.37	14	10	11.23
Grade 8	17	22	15.41	65	66	76.34	18	12	8.24
All Grades	19	21	19.78	65	68	70.76	16	11	9.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			26.80			56.80			16.40
Grade 7	28	28	31.58	54	60	56.84	18	12	11.58
Grade 8	25	32	33.69	59	52	53.76	16	16	12.54
All Grades	27	30	30.84	56	56	55.77	17	14	13.39

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			254			248			248			97.6
Grade 7	284	295	290	277	288	285	276	287	285	97.5	97.6	98.3
Grade 8	287	284	284	257	279	277	257	276	276	89.5	98.2	97.5
All Grades	571	579	828	534	567	810	533	563	809	93.5	97.9	97.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			2537.0			24.19			23.79			27.82			24.19
Grade 7	2559.4	2553.5	2575.5	23	23	27.37	28	26	35.44	31	25	20.35	19	26	16.84
Grade 8	2575.2	2584.3	2583.4	28	30	35.14	24	23	18.84	21	18	17.39	27	28	28.62
All Grades	N/A	N/A	N/A	25	27	29.05	26	25	26.21	26	22	21.63	23	27	23.11

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6			31.05			35.48			33.47	
Grade 7	32	34	42.46	42	32	34.04	26	33	23.51	
Grade 8	33	38	42.03	35	30	26.09	31	32	31.88	
All Grades	32	36	38.81	39	31	31.77	29	33	29.42	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			24.60			43.95			31.45
Grade 7	26	28	29.12	58	49	52.98	16	22	17.89
Grade 8	30	29	31.16	51	50	38.04	19	21	30.80
All Grades	28	29	28.43	55	50	45.12	18	21	26.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			27.42			48.39			24.19
Grade 7	24	32	31.23	61	43	55.44	16	25	13.33
Grade 8	29	32	37.68	47	47	38.77	24	20	23.55
All Grades	26	32	32.26	54	45	47.59	20	23	20.15

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6						57			43						
7	17		20	33	50	30	33	50	30				17		20
8	12	9		53	55	***	29	9	***	6	9	***		18	
<b>Total</b>	14	7	10	45	53	40	31	20	35	3	7	5	7	13	10

### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6			17			33			33						17
7	39		18	22	33	27	22	33	36		17		17	17	18
8	17	15		50	46	***	28	8	***	6	8	***		23	
<b>Total</b>	28	11	15	36	42	31	25	16	35	3	11	4	8	21	15

### 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
Jessica Kamph	X				
Carrie McGarr		X			
Luke Carriere		X			
Victoria Leitner		X			
Pam Larrance				X	
Howard Clemente				X	
Jeannine Robinson				X	
Andrea Dempsey			X		
Annie Tran					X
Brady White					X
Marina Molina					X
Ivan Garcia				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.

**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.

- 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.

**Marsh Site Goal:**

- **By June 1, 2018, all 6th, 7th and 8th grade students will be 1:1 with Chromebooks.**
- **By June 1, 2018, all certificated staff will have participated in at least 8 professional learning workshops targeting High Impact Practices, and PBIS.**
- **Marsh will have access to curriculum, instructional materials, and technology to support student achievement.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> <li>• Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> <li>• Support BTSA Professional Development</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in their correct subject area  ( See BTSA Goal 2)	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> <li>• Textbooks and supplemental materials</li> <li>• Educational software:</li> <li>• iReady</li> <li>• Illuminate</li> <li>• 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>	Williams Act	All	Instructional Materials  iReady - Diagnostic  Renaissance Place (Total District Cost)  Illuminate (Total District Cost)	LCFF Base Lottery  LCAP - Site  LCAP-District Supplemental  LCAP-District Supplemental	\$400,000 \$350,000  \$12,191  \$70,289  \$61,303
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	\$4,000,000
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>• District rollout of 1 to 1 chromebooks starting with 8th grade, and then 6th and 7th grade.</li> </ul>	Purchase Order  Site Student to Computer Device Ratio	All	E Beam (1)	LCAP Supplemental (Total District Cost)  Site LCAP	\$350,000  \$730.03

<p>To ensure access to online resources, employ:</p> <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>	<p>Marsh Library Media Teacher- .33 FTE</p> <p>Library Media Assistants staffed at .75 FTE per day</p> <p>IT Tech Aide- .5 FTE per day</p>	<p>All</p>	<p>Librarians &amp; Library Media Assistants (Total District Cost)</p> <p>Tech Aides (Total District Cost)</p>	<p>LCAP- District Supplemental</p> <p>LCAP-District Supplemental</p>	<p>\$1,056,738</p> <p>\$390,468</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> <li>● Computers for Classrooms</li> <li>● Comcast Internet Access</li> </ul>	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		



**EVALUATION OF GOAL**

**Goal 1: Quality Teachers, Materials, and Facilities**

- Site Goals:**
- By June 1, 2018, all 6th, 7th and 8th grade students will be 1:1 with Chromebooks.
  - By June 1, 2018, all certificated staff will have participated in at least 8 professional learning workshops targeting High Impact Practices, and PBIS.
  - Marsh will have access to curriculum, instructional materials, and technology to support student achievement.

**Degree of Goal Attainment**

NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Made limited progress toward goal attainment	Goal attained	Goal exceeded
Self _____ Supervisor _____	Self __x__ Supervisor _____	Self _____ Supervisor _____

- Actions Implemented to Attain Goal:**
- Hiring practices resulted in 100% compliance with NCLB requirements
  - 100% Williams Act compliant

- Evidence Validating Goal Attainment:**
- New technology in place.
  - Electronic news letter informing parents information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.

- Future Goals/Next Steps Leading to Goal Attainment:**
- Start with one to one chromebooks with 8th grade and expand to 6-7th grade if rollout is successful with 8th graders
  - Add one more ebeam to classroom

## CUSD Student Access to Devices as of 9/22/2017

School	Enrollment	Student Count Gr.			Student Chromebooks	Student iPads	Total	Ratio STU:DEV	Student PCs	Total	Ratio STU:DEV
		2-5	6-12	2-5							
Bidwell	972		972	972	1,232	20	1,252	0.8 : 1	69	1,321	0.7 : 1
Chapman	296	186		186	350	20	370	0.5 : 1	30	400	0.5 : 1
Chico High	1,842		1,842	1,842	1,633	40	1,673	1.1 : 1	274	1,947	0.9 : 1
Chico Jr	837		837	837	1,065		1,065	0.8 : 1	175	1,240	0.7 : 1
Citrus	293	179		179	301	24	325	0.6 : 1	73	398	0.4 : 1
Emma Wilson	621	371		371	405	80	485	0.8 : 1	165	650	0.6 : 1
Fair View	296		296	296	350		350	0.8 : 1	66	416	0.7 : 1
Hooker Oak	329	202		202	360	30	390	0.5 : 1	21	411	0.5 : 1
LCC	466	293		293	371	60	431	0.7 : 1	113	544	0.5 : 1
Loma Vista	26			-		15	15	1.7 : 1	8	23	0.0 : 1
Marigold	489	346		346	264	50	314	1.1 : 1	101	415	0.8 : 1
Marsh	920		920	920	877		877	1.0 : 1	162	1,039	0.9 : 1
McManus	430	261		261	448	20	468	0.6 : 1	137	605	0.4 : 1
Neal Dow	334	233		233	335	20	355	0.7 : 1	81	436	0.5 : 1
Parkview	356	249		249	315	65	380	0.7 : 1	137	517	0.5 : 1
PV	1,980		1,980	1,980	1,608		1,608	1.2 : 1	349	1,957	1.0 : 1
Rosedale	540	348		348	475	26	501	0.7 : 1	128	629	0.6 : 1
Shasta	651	447		447	419	64	483	0.9 : 1	54	537	0.8 : 1
Sierra View	578	385		385	281	30	311	1.2 : 1	178	489	0.8 : 1
District	12,256	3,500	6,847	10,347	11,089	564	11,653	0.9 : 1	2,321	13,974	0.7 : 1

Total Devices: 13,974

Overall Ratio of 2-12 Students to Devices: 0.7 : 1

Notes: Junior High quantities include purchased devices to be deployed this fall  
 Junior High quantities include purchased devices to be deployed this fall  
 Data provided by CUSD IT Department.

## CUSD New Chromebooks - District Funded 2017-2018

School	Enrollment	To Reach 1:1	Carts of 40	Devices	Carts of 35	Devices
Bidwell	972	832				
Chapman	296					
Chico High	1,842		31	1,273		
Chico Jr	837	623				
Citrus	293				1	21
Emma Wilson	621				2	50
Fair View	296				5	170
Hooker Oak	329					
LCC	466				3	84
Loma Vista	26					
Marigold	489				3	112
Marsh	920	597				
McManus	430				1	28
Neal Dow	334					5
Parkview	356				1	39
PV	1,980		31	1,285		
Rosedale	540				3	102
Shasta	651				5	179
Sierra View	578				3	106
District	12,256	2,052	62	2,558	27	896

Total Carts:	89
Total Devices:	5,506

As of 9/26/17  
Data provided by CUSD IT Department.

**Goal 2: Fully Align Curriculum and Assessments with California State Content Standards**

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.
- 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

**Marsh Site Goal:**

- **By June 1, 2018, English, Math, Science, History, and PE departments will develop, refine, administer, and analyze the results of at least two common assessments per grade level.**
- **By June 1, 2018, MJHS certificated personnel will move to Stage 4 or higher on the CSCS Implementation Rubric.**
- **Marsh will continue to offer professional development during staff meetings and district staff development days.**
- **Marsh will have all Math and English teachers trained in Illuminate in order to gauge and adjust instruction.**
- **Marsh will analyze end of year 2016-2017 I Ready diagnostic in addition to the SBAC results to gauge and adjust instruction.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<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>	CSCS Survey  <b>Administration of assessment data</b> <b>Star Reading-Baseline, Mid-year, End of Year</b> <b>i-Ready Math-Baseline, Mid-year, End of Year</b>	All	No Funding Needed		
Provide professional development in: <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>	<ul style="list-style-type: none"> <li>• All certificated personnel will participate in a minimum of 10 hours of PD related to CSCS.</li> <li>• All certificated personnel will meet weekly in PLC groups to:                             <ul style="list-style-type: none"> <li>o build student literacy through instructional practices aligned with CSCS</li> <li>o plan instruction with a minimum of 8 of those times to analyze student achievement data</li> <li>o develop one common assessment each semester</li> </ul> </li> </ul>	Sign In Sheets  Late Start Collaboration  PLC notes  Common Assessments developed	All	District PD Opportunities Site PD Opportunities  No Funding Needed	Title II District  Title III District  Educator Effectiveness Funds	\$200,000  \$39,000  \$179,000

	<ul style="list-style-type: none"> <li>o Monitor the ELD standards in the instructional day across a variety of subjects</li> <li>• Send teachers to: <ul style="list-style-type: none"> <li>o STEM Conference</li> <li>o Google PD</li> <li>o Language Star trainings (ELD teachers)</li> <li>o NGSS Rollout Training</li> <li>o California League of Middle Schools Common Core and Technologies Workshops and Growth Mindset workshop</li> </ul> </li> <li>• 85% of the teachers will attend one or more trainings in CSCS,NGSS or High Impact Practices during the school year.</li> <li>• Web Training</li> </ul>	<p>Staff Meeting Agendas with overview from attendees</p> <p>Staff Meeting Agendas with overview from attendees</p> <p>Sign In sheet</p>		<p>Site PD Opportunities</p> <p>Conference/ Training Costs</p>	<p>Title II Site</p> <p>Title II Site</p>	<p>\$4585.00</p> <p>\$5694.60</p>
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> <li>• Develop common ELA Writing Rubrics 6--8</li> </ul>	<p>District-wide ELA Rubric for Writing</p> <p>DLC Meetings</p>	All	TOSAs (Total District Cost) See Goal 3		
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> <li>• Interested teachers will participate in long-term professional development opportunities</li> </ul>	<p>Participation Rate</p> <p>Peer Instructional Rounds</p>	All	<p>Site PD</p> <p>After School</p> <p>PD</p> <p>PLCs</p> <p>Peer Observations</p> <p>Conferences</p>	<p>Title II District (Total District Cost)</p> <p>Title II Site</p>	<p>\$1,000</p>

**EVALUATION OF GOAL**

**Goal 2: Fully Align Curriculum and Assessments with California State Content Standards**

- Site Goals:**
- By June 1, 2018, English, Math, Science, History, and PE departments will develop, refine, administer, and analyze the results of at least two common assessments per grade level.
  - By June 1, 2018, MJHS certificated personnel will move to Stage 4 or higher on the CSCS Implementation Rubric.
  - Marsh will continue to offer professional development during staff meetings and district staff development days.
  - Marsh will have all Math and English teachers trained in Illuminate in order to gauge and adjust instruction.
  - Marsh will analyze end of year 2016-2017 I Ready diagnostic in addition to the SBAC results to gauge and adjust instruction.

**Degree of Goal Attainment**

NEEDS IMPROVEMENT Made limited progress toward goal attainment  Self_____ Supervisor_____	MEETS EXPECTATIONS Goal attained  Self_x____ Supervisor_____	EXCEEDS EXPECTATIONS Goal exceeded  Self_____ Supervisor_____
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**Actions Implemented to Attain Goal:**

**During PLC time teachers developed common assessments that have common core standards imbedded in them.**

**Professional Development was offered to teachers to get more updated on the new common core trends, safety, and high impact teaching practices.**

- Illuminate Professional Development
- Iready Professional Development
- Catapult EMS Training
- Google Classroom Professional Development
- Trauma Informed Practices
- Mindfulness Workshop
- Clear Learning Targets and Objectives Professional Development
- Student Talk and Collaboration Professional Development
- Effective Feedback Professional Development

**Science department attended workshops on the implementation of the new NGSS standards.**

**I-Ready was implemented this year**

- All students scoring 1 or 2 on SBAC Math 2016 - 2017 were assigned to I Ready Math Instruction
- 6th grade students scoring 1 or 2 on SBAC ELA 2016 - 2017 were assigned to I Ready Reading Instruction

**Evidence Validating Goal Attainment:**

- Faculty meetings were dedicated to professional development in the above mentioned areas.
- Student support meetings were dedicated to focusing on peer observations. Teams of teachers were assigned to peer observation teams where they observed and implemented growth plans for areas of high impact teaching practices within the classroom. Teams also took part in professional development around the three areas of high impact teaching practices.
- Complete expenditure of Title 2 funds for Professional Development
- English gave three I-Ready diagnostic assessments
- Math gave three I-Ready diagnostic assessments

**Future Goals/Next Steps Leading to Goal Attainment:**

## Butte County Common Core Stages of Implementation Self-Assessment

	<b>Awareness</b>	<b>Transition</b>			<b>Implementation</b>	
<b>Stages</b>	<b>Stage 1: Understand CCSS</b>	<b>Stage 2: Align standards and instruction</b>	<b>Stage 3: Implement CCSS in Classrooms</b>	<b>Stage 4: Align assessments and progress monitoring tools</b>	<b>Stage 5: Implement CCSS in Schools and District</b>	<b>Stage 6: Evaluate Assessment Data to make systemic changes and supports</b>
<b>GOAL</b>	<b>All Students Graduate College and Career</b>					
<b>Indicators</b>	<ul style="list-style-type: none"> <li>✓ The Common Core Standards have been studied and the content, structure and organization of CCSS for each grade level are understood.</li> <li>✓ The major Shifts for Math and ELA assessment have been discussed.</li> <li>✓ Professional development activities have been scheduled and are being attended by teachers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teachers have identified the similarities and differences between their current standards and CCSS.</li> <li>✓ Teachers have identified instructional resources aligned to the CCSS.</li> <li>✓ Teachers have unpacked CCSS grade level standards.</li> <li>✓ A timeline for incorporating CCSS lessons into practice has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teams have chosen standards to implement the gathered resources to create lessons.</li> <li>✓ Teams have created a timeline for pilot lessons and units.</li> <li>✓ Teams have created CCSS lessons and units.</li> <li>✓ Teams have set aside time to discuss lessons student work and make adjustments to pilot lessons as needed.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teachers understand the SBAC system.</li> <li>✓ Teams begin to make changes to classroom and team assessments to align to SBAC expectations.</li> <li>✓ Analyze and utilize CCSS formatted and aligned questions from item bank to create assessments.</li> <li>✓ District benchmarks are analyzed with regards to SBAC expectations and changes to format and question type discussed.</li> <li>✓ A timeline for new assessments is created.</li> </ul>	<ul style="list-style-type: none"> <li>✓ CCSS aligned lessons and units are in use in all classrooms and schools in the district.</li> <li>✓ Grade level and content team collaborative conversations are focused on improving CCSS instruction.</li> <li>✓ Student progress is monitored and additional learning opportunities created for who have not yet mastered the standards.</li> <li>✓ District benchmarks align to SBAC expectations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Data is collected and analyzed from interim and summative assessments to measure effectiveness of programs.</li> <li>✓ Processes and procedures are established to make systematic improvements based upon results of data.</li> </ul>



### Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine 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 career

#### Marsh Site Goal:

- Marsh will reduce the number of students with at least one F grade by 10% from the first Progress Report to the end of the semester.
- Marsh will increase the number of students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.
- MJHS will increase the number of EL students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.

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"> <li>• Develop a list of additional electives aligned with high school college and/or career pathways</li> </ul>	<p>A-G Course Enrollment (Math and Foreign Language)</p> <p>Percent of students enrolling in Career Pathways</p>	All	Secondary Counselors (Total cost for to District)	LCAP District Supplemental	\$1,741,415
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>• Increase the support for all students with D and F grades through:                             <ul style="list-style-type: none"> <li>o Gator Aide</li> <li>o Afterschool Homework Club</li> <li>o Saturday School academic support</li> <li>o Supplies</li> </ul> </li> </ul>	Number of Students with Ds or Fs	All	See above	LCAP Site Supplemental	
				Certificated Staff		2,000
	o Saturday School	Student Attendance via sign in sheets		Supplies		2,500
	o (.2) ELD classes	Student Attendance via sign in sheets		Certificated Staff	LCAP District/Site Supplemental	13,585
	o (.2) IRI 6th grade start date Nov. 7th					12,000
	o (.1) Independent Study					5,000
o Peer Tutoring	<ul style="list-style-type: none"> <li>o WEB for 6th graders</li> <li>o I-Ready Intervention</li> <li>o Packet Pick-up Staff</li> </ul>	Certificated staff	LCAP Site Supplemental	5,630.12		
o WEB for 6th graders						
o I-Ready Intervention				199.70		

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> <li>● 20% of ELD students will meet the reclassification criteria. <b>(14 students in ELD Class at least reclassify 4 students.)</b></li> </ul>	Percent Making Progress towards English Proficiency (CELDT)  EL Reclassification Rate	All	Bilingual Aides (Total District Cost)	LCAP-District Supplemental	\$313,695
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	See above	

**EVALUATION OF GOAL**

**Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses**

- Site Goals:**
- Marsh will reduce the number of students with at least one F grade by 10% from the first Progress Report to the end of the semester.
  - Marsh will increase the number of students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.
  - Marsh will increase the number of English Learners who score at least a 3 on the SBAC ELA by 1% over the previous year’s scores.
  - At least 60% of MARsh’s English Learners will increase their I -Ready scores in Reading by 1.5 grade levels by June 1, 2018.

**Degree of Goal Attainment**

<p>NEEDS IMPROVEMENT Made limited progress toward goal attainment</p> <p>Self _____ Supervisor _____</p>	<p>MEETS EXPECTATIONS Goal attained</p> <p>Self __X__ Supervisor _____</p>	<p>EXCEEDS EXPECTATIONS Goal exceeded</p> <p>Self _____ Supervisor _____</p>
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- Actions Implemented to Attain Goal:**
- students attended after school study hall
  - added teacher aides to every Saturday school to support teachers and students
  - students attended Intervention Saturday School
  - students were put into IRI study skills class
  - student support staff meetings held
  - 4 LCAP team meetings held
  - Weekly SBIT meetings

- Evidence Validating Goal Attainment:**
- \_\_\_total students sent to CAL because of lack of credits.
  - 909 total students at Marsh.
  - ( ) First semester F’s verses ( ) F’s second semester decrease of (54) F’s

- Future Goals/Next Steps Leading to Goal Attainment:**
- Continue to improve support systems to decrease the number of D and F’s.
  - Offer more study skills times and increase homework club hours.
  - Start the school year with two IRI classes (add 6th grade) versus one the previous year to support struggling students

# Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All ELA Tests

Sites: Marsh Junior High School

Test Year Range: 2015/16 - 2016/17

Site: Marsh Junior High School

## Overall & Claim Performance for Marsh Junior High School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded					PL 3 Standard Met					PL 2 Standard Nearly Met					PL 1 Standard Not Met									
				0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	0	25	50	75	100					
2016-17	839	61%	39%	18%						43%						25%						14%						
		Average Distance from Level 3: +18																										
2015-16	581	59%	41%	18%						40%						26%						16%						
		Average Distance from Level 3: +15																										

Year	Claim	CS 3 Above Standard					CS 2 Near Standard					CS 1 Below Standard					No Score/Not Tested		
		0	25	50	75	100	0	25	50	75	100	0	25	50	75	100			
2016-17	Reading	32%					50%						18%						0%
2015-16	Reading	26%					54%						20%						0%
2016-17	Writing	33%					47%						20%						0%
2015-16	Writing	34%					47%						19%						0%
2016-17	Listening	19%					70%						10%						0%
2015-16	Listening	20%					68%						12%						0%
2016-17	Research/Inquiry	30%					55%						15%						0%
2015-16	Research/Inquiry	29%					56%						15%						0%

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Generated on 09/27/2017 by Illuminate Education  
help.illuminateed.com

Calculations do not include students tested out of district. This report displays results for all students selected tested in 2015/16 - 2016/17. This is a NON-COHORT report, and allows for comparison of different groups of students across each

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# Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All Math Tests

Sites: Marsh Junior High School

Test Year Range: 2015/16 - 2016/17

Site: Marsh Junior High School

## Overall & Claim Performance for Marsh Junior High School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded					PL 3 Standard Met					PL 2 Standard Nearly Met					PL 1 Standard Not Met				
				0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	0	25	50	75	100
2016-17	838	54%	46%	28%					25%					21%					25%				
		Average Distance from Level 3: --7																					
2015-16	578	51%	49%	26%					24%					22%					28%				
		Average Distance from Level 3: --9																					

Year	Claim	CS 3 Above Standard					CS 2 Near Standard					CS 1 Below Standard					No Score/Not Tested
		0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	
2016-17	Concepts & Procedures	38%					31%					31%					0%
2015-16	Concepts & Procedures	35%					31%					34%					0%
2016-17	Problem Solving & Modeling/Data	28%					44%					28%					0%
2015-16	Problem Solving & Modeling/Data	29%					49%					22%					0%
2016-17	Communicating Reasoning	31%					47%					22%					0%
2015-16	Communicating Reasoning	31%					45%					23%					0%

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Generated on 09/27/2017 by Illuminate Education  
help.illuminateed.com

Calculations do not include students tested out of district. This report displays results for all students selected tested in 2015/16 - 2016/17. This is a NON-COHORT report, and allows for comparison of different groups of students across each

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**Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input**

- 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.
- 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

**Marsh Site Goal:**

- **Marsh will have 90% or more of the parents signed up with Aeries portal accounts.**
- **Marsh will increase to 90% or more of the students signed up with Aeries portal accounts.**
- **Marsh will increase to 50% or more of parents registered on Remind text messaging.**
- **Marsh teacher will update Aeries gradebook in a timely manner**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> <li>● using Parent Portal in Illuminate for 4<sup>th</sup>-6th 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>	Parent Feedback Regarding Timely Responses  Spring Parent Survey Responses	All	No Funding Needed  Education for the Future Survey	LCFF Base (Total District Cost)	10,000
Provide parent training in English and other languages addressing parent access to: <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 on site website.</li> <li>● Share directions to parents and staff via PTSO and staff meetings for signing up on Remind.</li> </ul>	Percent of parents accessing Remind and Aeries	All	No Funding Needed		
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>● Offer a minimum of 4 family activities</li> </ul>	Percent of parent attending BTSN,	All	No Funding Needed		

<ul style="list-style-type: none"><li>● Parent Information/BTSN</li><li>● SSC</li><li>● Site ELAC/DELAC</li></ul>		SSC, and ELAC meetings				
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**EVALUATION OF GOAL**

**Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input**

- Site Goals:**
- Marsh will have 90% or more of the parents signed up with Aeries portal accounts.
  - Marsh will increase to 90% or more of the students signed up with Aeries portal accounts.
  - Marsh will increase to 50% or more of parents registered on Remind text messaging.
  - Marsh teacher will update Aeries gradebook in a timely manner

**Degree of Goal Attainment**

NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Made limited progress toward goal attainment	Goal attained	Goal exceeded
Self _____ Supervisor _____	Self <u>X</u> Supervisor _____	Self _____ Supervisor _____

- Actions Implemented to Attain Goal:**
- Sent out autodialer and put on Marsh website giving information how to sign up for the Remind text.
  - Put information on website on how to sign up.
  - Information given at Back-to-School night

- Evidence Validating Goal Attainment:
- 302 parents signed up for Remind texts (35% of parents)
- 97% parents signed up for Parent Portal
- 86% of students signed up for Student Portal
- Monthly Video newsletter to the website

- Future Goals/Next Steps Leading to Goal Attainment:**
- Increase the number of parents signing up for Remind text to meet the 40% participation.
  - Give sign up information at Packet pick-up and Back to School night
  - Maintain the 90% Parent Portal
  - Increase Student Portal to 90%

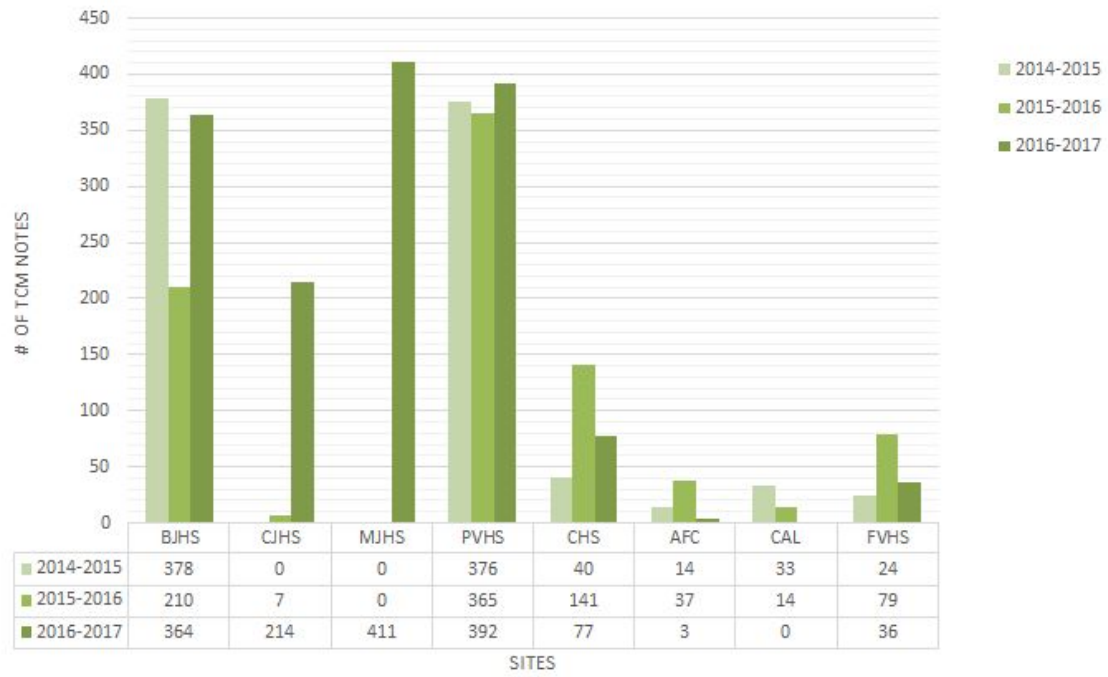


# Aeries Parent Portal Accounts CUSD 2015-2017



Data Source: Aeries Report Students Without Portal Accounts, End of year enrollment from Aeries Home page

## Targeted Case Manager Parent Contacts CUSD 2015-2017



Data Source: Aeries query 'LCAPT TCM NOTES'

**Goal 5: Improve School Climate**

- 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

**Marsh Site Goal:**

- **Marsh will reduce the number of chronically truant students by 2% annually.**
- **Marsh will increase the end of year attendance 2% from 96.95% to 97.15%**

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"> <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 Teacher Peer observations</li> <li>• Every other staff meeting will be a Student support staff meeting to discuss our At- Risk and LCAP students' progress.</li> <li>• WEB Program for incoming 6th graders</li>   <li>• Anti-Bullying Presentation</li> <li>• WEB Training</li>   <li>• (.1) PBIS Coordinator</li> </ul>	Staff Meeting Agendas and Notes  To be done prior to start of school year.  Done on Nov. 6th Sign in Sheets  Start 1/8/18	All	Certificated Staff  Certificated Staff	LCAP Site Supplemental  LCAP Site Supplemental	\$ 1,468.15  \$ 5,750.00
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> <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> </ul>	Daily Mid-day and End of Day Attendance Notes  List of Weekly and Monthly Awards  School Video Newsletter	All	Certificated Staff	LCFF Base	

	<ul style="list-style-type: none"> <li>Adhere to CUSD attendance/SARB policies and procedures</li> <li>Survey students and staff groups to gather additional information</li> </ul>	Attendance at Saturday School Site Attendance Rate  Spring Parent Survey		Education for the Future	LCAP - District Supplemental	\$12,000
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)	LCAP 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)  Health Assistants (Total District Cost)  MNI (Total District Cost)	LCAP District Supplemental  LCAP District Supplemental  LCAP District Supplemental	\$107,044  \$496,363  \$336,250
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 sheet at ELAC/DELAC  TCM Aeries entries		Targeted Case Managers (Total District Cost)	LCAP-District Supplemental	\$357,353
Increase campus supervision as per site needs.	Employ Campus Supervisors  Parking and safety signs AED Pads Author Visit Ben Mikaelson: Antibullying CAmpus Supervisor Shirts	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCAP District Supplemental  Site Safety Funds	\$616,831  \$1,324.54 \$81.51 \$1065 \$60.06

	Blinds in Admin Building Lunchtime Activity: Tetherball Add Campus supervision for special events Additional Cameras Lunchtime Equipment/Activity					\$169.12 \$35.36 \$500.00 \$2000.00 \$2,272.41
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)	LCAP District Supplemental	\$367,825

**EVALUATION OF GOAL**

**Goal 5: Improve School Climate**

- Site Goals:**
- Marsh will reduce the number of chronically truant students by 2% annually.
  - Marsh will increase the end of year attendance % from 96.95% to 97.15%

**Degree of Goal Attainment**

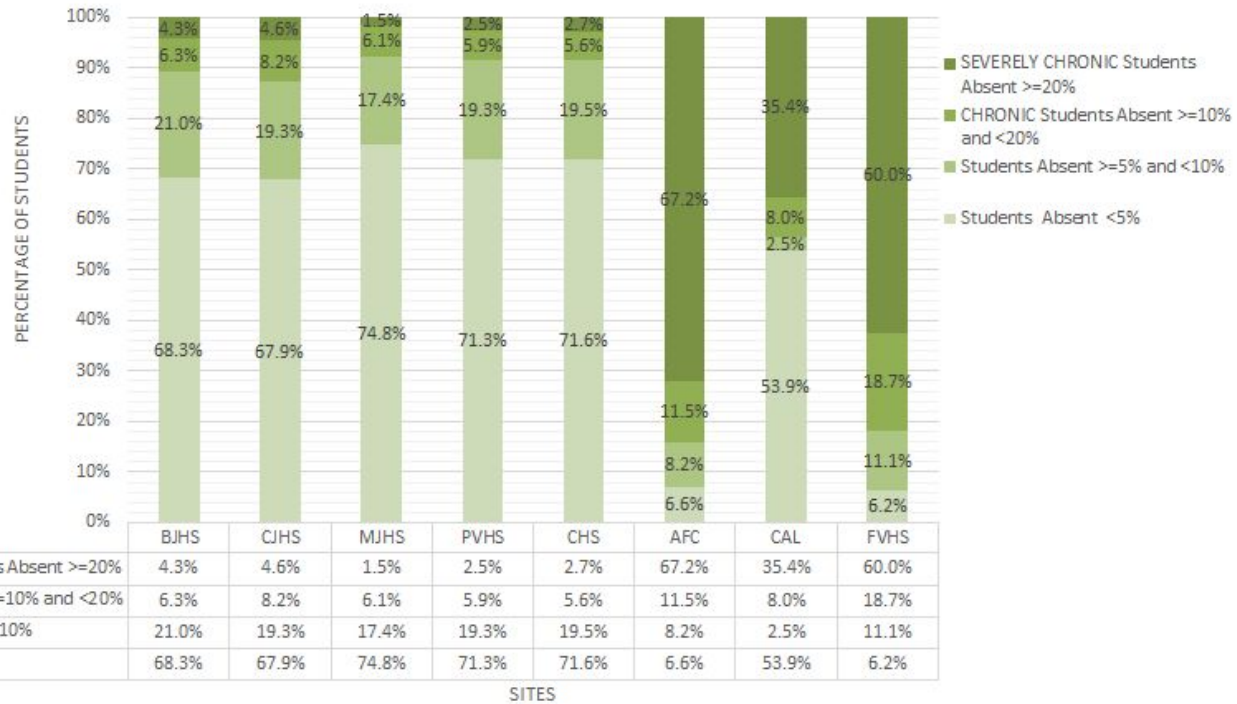
<p>NEEDS IMPROVEMENT Made limited progress toward goal attainment</p> <p>Self <u>  X  </u> Supervisor <u>      </u></p>	<p>MEETS EXPECTATIONS Goal attained</p> <p>Self <u>      </u> Supervisor <u>      </u></p>	<p>EXCEEDS EXPECTATIONS Goal exceeded</p> <p>Self <u>      </u> Supervisor <u>      </u></p>
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- Actions Implemented to Attain Goal:**
- Offered Saturday school attendance make-up days
  - students attended after school study hall
  - Chico student interns met with students with poor attendance and low social interaction.
  - Had weekly and semester attendance awards
  - Offer school supplies for at-risk students
  - Offer 5-day independent study to students that were going to miss 5 or more days

- Evidence Validating Goal Attainment:**
- \_\_\_ students went to Saturday School
  - \_\_\_ students attended after school study
  - \_\_\_ students went on 5-day independent study
  - Held two ELD parent nights
  - \_\_\_ attendance rate for the year
  - \_\_\_ chronic truant students
  - \_\_\_ Severely chronic truant students

- Future Goals/Next Steps Leading to Goal Attainment:**
- Add a possible .2 Online/Independent study teacher
  - Continue to have positive awards for students
  - Implement PBIS for the 2018 - 2019 school year

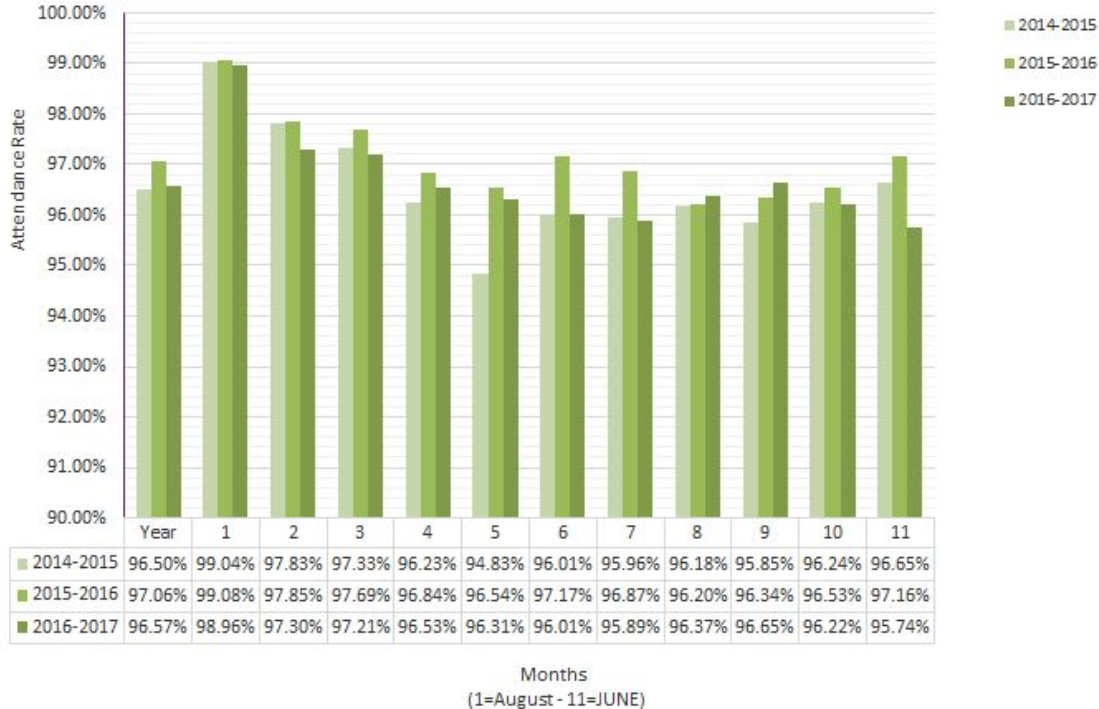
## Chronic Absenteeism CUSD 2016-2017



Data Source: CALPADS Snapshot Reports EOY 3 14.1 Student Absenteeism - Count  
 Create Date: 8/24/2017, Print Date: 8:24/2017

Data reflects cumulative enrollment for 2016-2017. No report available for 2015-2016

# Monthly Attendance



Data Source: Aeries Daily Apportionment Reports generated by site for the years displayed above.

Butte College Connection attendance is included.



Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I - \$ Title 1 Carryover-\$		
<b>Title II-\$11,280</b>	Send teachers professional development: <ul style="list-style-type: none"> <li>o ELA/ELD Framework Rollout</li> <li>o STEM Conference</li> <li>o Google PD</li> <li>o Language Star trainings (ELD teachers)</li> <li>o California League of Middle Schools Common Core, Growth Mindset and Technologies Workshops</li> <li>o Teacher Release Time</li> <li>o PBIS</li> <li>• All staff will do teacher peer observations</li> <li>• WEB trainings</li> </ul>	\$4585.40      \$1000 \$5694.60
<b>Total - \$11,280</b>		<b>Total - \$11,280</b>
<b>Safe Schools- \$7000</b> <b>Safe Schools Carryover- \$508</b> <b>Total - 7508.00</b>	Parking and safety signs AED Pads Author Visit Ben Mikaelson: Antibullying Campus Supervisor Shirts Blinds in Admin Building Lunchtime Activity: Tetherball Add campus supervision for special events Additional Cameras/Supplies Lunchtime Equipment/Activity	\$1,324.54 \$81.51 \$1065.00  \$60.06 \$169.12 35.36 \$500.00  \$2000.00 \$2,272.41
<b>Total=\$7508.00</b>		<b>Total - 7508.00</b>

**LCAP Budget Developed with School/Community Input**

Funding Source	Funding Allocation	Cost
<b>17 - 18 School Year: \$72,054</b>	i-Ready Licences Teacher/aide cost for Tutorial Learning Center and Saturday School Afterschool Study Hall/Saturday School LCAP team meetings WEB for 6th graders (.2) ELD Teacher Packet Pick-up (.2) IRI Class 6th Grade (.2) Intervention (I Ready Tutorial) (.1) Independent Study Teacher Supplies/Technology (.1) PBIS Coordinator WEB Training	\$12,191 \$500.00 \$4500.00 \$500 \$5630.12 13,585.00 199.70 12,000.00 10,000.00 5,000 730.03 5750.00 1,468.15
<b>Total= \$ \$72,054</b>		<b>Total= \$ \$72,054</b>

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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan For Student Achievement	2017-11-29		<a href="#">View</a>	<a href="#">View</a>	25

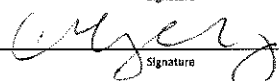
Previous Section: [School Site Council Membership](#)      Current Section: **Recommendations and Assurances**      Next Section:

2 updated data fields saved successfully.

### 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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 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.
- 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):  
Courtney Connelly (LCAP Team)   
Signature

- 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.
- 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.
- This SPSA was adopted by the SSC at a public meeting on 10/16/17.

Attested:

Jessica Kamph \_\_\_\_\_  10/16/17  
Typed Name of School Principal Signature of School Principal Date

Luke Carrier \_\_\_\_\_  10/16/17  
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Previous Section: [School Site Council Membership](#)      Current Section: **Recommendations and Assurances**      Next Section: