

# The Single Plan for Student Achievement

**School:** Marigold Elementary School  
**CDS Code:** 04-61424-6003032  
**District:** Chico Unified School District  
**Principal:** Shawneese Heath  
**Revision Date:** 10-25-17

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**

### **Marigold Elementary School's Vision and Mission Statements**

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

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

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

## **School Profile**

Marigold serves families in the northeast area of Chico. In addition to regular program students, Marigold houses two special day classes and one resource classroom. Marigold is a neighbor of Loma Vista, a CUSD Special Education school, and Pleasant Valley High School. Marigold has an integration program with Loma Vista's TK class, as well as, an effective student aid program with Pleasant Valley High School students in the education career pathway program.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

During the 2016-17 school year, all staff and parents had the opportunity to give input by completing a school climate survey. Students in grades 4th through 5th also have the opportunity to give input to a school climate survey.

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

In the Spring, students in grades 3rd through 5th take the CAASPP (California Assessment of Student Performance and Progress).

### **Classroom Observations**

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

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

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical

findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

#### Standards, Assessment, and Accountability

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

Marigold School meets and exceeds performance goals in this area.

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

Marigold School meets and exceeds goals in this area.

#### Staffing and Professional Development

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

Marigold School meets performance goals in this area.

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

Marigold School meets performance goals in this area.

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

Marigold School meets performance goals in this area.

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

Marigold School meets performance goals in this area.

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

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

#### Teaching and Learning

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

Marigold meets performance goals in this area.

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

Marigold meets performance goals in the area.

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

Marigold School meets performance goals in this area.

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

Marigold School meets performance goals in this area.

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

Marigold School meets performance goals in the area.

#### Opportunity and Equal Educational Access

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

Marigold meets performance goals in this area.

14. Research-based educational practices to raise student achievement

Marigold School meets performance goals in this area.

#### Parental Involvement

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

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

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

Marigold School meets performance goals in this area.

#### Funding

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

Marigold meets performance goals in this area.

18. Fiscal support (EPC)

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

### **Description of Barriers and Related School Goals**

1. Continue to build and implement strategic intervention and enrichment for all students in the area of English Language Art.
2. Continue to build and implement strategic intervention and enrichment opportunities for all students in the area of Mathematics.

3. Continue to build and implement strategic intervention for second language learners (ELD).
4. Secure a consistent budget to support Professional Development.
5. Organize and implement SBIT teams to help support students with academic and behavioral needs.

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall 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 3	90	91	79	86	90	76	86	90	76	95.6	98.9	96.2
Grade 4	72	81	91	71	79	89	71	79	89	98.6	97.5	97.8
Grade 5	81	73	90	78	71	88	78	71	88	96.3	97.3	97.8
Grade 6	77	79		76	77		76	77		98.7	97.5	
All Grades	320	324	260	311	317	253	311	317	253	97.2	97.8	97.3

\* 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 3	2405.7	2420.1	2389.7	17	19	13.16	24	27	26.32	26	24	22.37	33	30	38.16
Grade 4	2460.5	2450.5	2464.4	17	22	25.84	31	24	25.84	27	22	21.35	25	33	26.97
Grade 5	2502.8	2468.2	2478.5	17	7	14.77	38	27	30.68	15	30	18.18	29	37	36.36
Grade 6	2506.4	2531.1		4	10		33	47		45	26		18	17	
All Grades	N/A	N/A	N/A	14	15	18.18	32	31	27.67	28	25	20.55	27	29	33.60

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 3	23	24	17.33	41	49	41.33	36	27	41.33	
Grade 4	18	22	25.84	52	43	48.31	30	35	25.84	
Grade 5	22	13	21.59	50	44	44.32	28	44	34.09	
Grade 6	8	18		64	57		28	25		
All Grades	18	20	21.83	51	48	44.84	31	32	33.33	

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 3	16	20	12.00	48	42	49.33	36	38	38.67	
Grade 4	20	14	25.84	52	54	47.19	28	32	26.97	
Grade 5	29	11	18.18	41	45	42.05	29	44	39.77	
Grade 6	8	22		59	61		33	17		
All Grades	18	17	19.05	50	50	46.03	32	32	34.92	

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 3	17	20	10.67	63	64	64.00	20	16	25.33
Grade 4	20	14	19.10	65	67	57.30	15	19	23.60
Grade 5	18	17	17.05	63	62	64.77	19	21	18.18
Grade 6	17	10		74	79		9	10	
All Grades	18	15	15.87	66	68	61.90	16	16	22.22

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 3	14	14	9.33	53	58	56.00	33	28	34.67
Grade 4	8	22	19.10	52	51	62.92	20	28	17.98
Grade 5	26	18	17.05	59	62	50.00	15	20	32.95
Grade 6	14	18		67	71		18	10	
All Grades	16	18	15.48	58	60	56.35	22	22	28.17

**Conclusions based on this data:**

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

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall 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 3	90	91	79	86	90	76	86	90	76	95.6	98.9	96.2
Grade 4	72	81	91	71	79	89	71	79	89	98.6	97.5	97.8
Grade 5	81	73	91	78	71	88	78	71	88	96.3	97.3	96.7
Grade 6	77	79		76	77		76	77		98.7	97.5	
All Grades	320	324	261	311	317	253	311	317	253	97.2	97.8	96.9

\* 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 3	2416.5	2432.8	2405.8	14	20	7.89	31	31	31.58	26	27	28.95	29	22	31.58
Grade 4	2480.5	2480.0	2471.9	17	18	11.24	38	29	38.20	24	34	28.09	21	19	22.47
Grade 5	2505.8	2490.2	2491.5	14	8	18.18	32	32	20.45	32	27	29.55	22	32	31.82
Grade 6	2491.5	2554.8		7	27		20	34		39	19		34	19	
All Grades	N/A	N/A	N/A	13	19	12.65	30	32	30.04	30	27	28.85	27	23	28.46

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 3	31	36	24.00	31	34	34.67	37	30	41.33
Grade 4	32	33	28.09	39	41	42.70	28	27	29.21
Grade 5	29	27	23.86	33	32	36.36	37	41	39.77
Grade 6	9	36		39	38		51	26	
All Grades	26	33	25.40	36	36	38.10	39	31	36.51

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 3	19	26	19.74	53	58	52.63	28	17	27.63
Grade 4	25	28	14.61	46	41	55.06	28	32	30.34
Grade 5	19	10	19.32	54	52	39.77	27	38	40.91
Grade 6	5	27		55	52		39	21	
All Grades	17	23	17.79	52	51	49.01	31	26	33.20

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 3	22	28	12.00	48	51	52.00	30	21	36.00
Grade 4	24	25	29.21	48	51	39.33	28	24	31.46
Grade 5	13	10	13.64	69	56	42.05	18	34	44.32
Grade 6	9	23		53	58		38	18	
All Grades	17	22	18.65	54	54	44.05	29	24	37.30

**Conclusions based on this data:**

1. There is room for improvement in all areas.
2. Our iReady math data was predictive of our scores on the State assessment.
3. Students with disabilities are struggling at a significantly higher rate than other subgroups and the general population.

## 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
K		***				***									
1			25	50	60	50	50	40				25			
2	33		20	50	60	20	17	20	60		20				
3	14	25	17	14	25	17	57	50	33	14		33			
4		14		75	57	***		29	***	25					
5	50	20	25	50	60	50		20	25						
6		50			50										
<b>Total</b>	20	19	17	44	52	35	28	26	35	8	3	13			

#### Conclusions based on this data:

1. 52% of students tested met the benchmark CELDT score to be considered English Proficiency.
2. There is room for improvement for students in the Intermediate and Early Intermediate.
3. No students scored in the beginning range.

## 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
K		17			17	***	33	33	***	67	17			17	
1			25	50	60	50	50	40				25			
2	43		14	43	57	29	14	29	43		14	14			
3	14	25	14	14	25	14	57	50	29	14		29			14
4		14		75	57	***		29	***	25					
5	50	20	20	50	60	60		20	20						
6		40			40			20							
<b>Total</b>	19	15	14	34	46	34	28	31	34	19	5	14		3	3

#### Conclusions based on this data:

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

## School 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
Ken Ramey				X	
Becky Fowler				X	
Luis Delgado				X	
Sally MacMillan				X	
Kelsey Torres				X	
Audrey Eberhardt				X	
Shawneese Heath	X				
Molly Garcia			X		
Mai Xiong, ELAC Rep			X		
Shannon Krelle, Secretary		X			
Steve Christiansen		X			
Hillary Chapman, President		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>6</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.

**Site Goals:**

- Marigold will adhere to Williams Act requirements.
- Marigold will move from 2.5:1 toward 1:1 device ratio.

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 Induction Professional Development</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area (See Induction-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:                             <ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Renaissance</li> <li>• iReady</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> <li>• Submit work orders for maintenance and operations when facilities need repairs</li> </ul>	Williams Act Report	All	Instructional Materials  Renaissance Place (Total District Cost)  iReady Math and ELA  Discovery Education  Illuminate (Total District Cost)	LCFF Base  LCAP-District Supplemental  LCAP- District Supplemental (Total District cost)  LCAP Supplemental Site  Site Discretionary  LCAP Supplemental Site  LCFF-Base	\$400,000  \$84,000  \$60,500  Math \$7, 122  ELA \$750  \$1,600  \$64,000

**Marigold Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<p>Regularly inspect and maintain facilities.</p>	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> <li>Support the modernization of the Marigold facility to update the campus through ongoing collaboration with facilities department, architects, designers, and contractors</li> </ul>	<p>Williams Act Report</p>	<p>All</p>	<p>M&amp;O</p>	<p>LCFF-Base</p>	
<p>Purchase devices for students and teachers per district technology needs</p>	<ul style="list-style-type: none"> <li>Site will ensure that Chromebook carts and iPad minis are maintained in good working order. We will have a combination of Desktops, Chromebooks, Carts, and mini iPads for site use, number of devices determined by district IT department</li> <li>Site will purchase additional headphones for Chromebook carts, computer lab, and 22 mini iPads, cases, and headphones for Kindergarten</li> </ul>	<p>Reduce ratio of students to devices in grades K-5, access to devices, i.e. iPad minis, classroom computers, and computer lab</p>	<p>All</p>	<p>IT Dept  iPads and headphones</p>	<p>LCAP- District Supplemental  Site Discretionary and Marigold PTA Donations</p>	<p>\$250,000  \$7,200</p>
<p>To ensure access to on-line 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> <li>PTA donation for books, proceeds from book fairs</li> <li>PTA donation for leveled readers for small group reading instruction/interventions</li> <li>Marigold will employ an IA Tech and librarian</li> </ul>	<p>Marigold Library staffed with Library Media Assistant 12.5 hours per week  Additional Books for Library  Rigby Reader  Tech IA- 20 hours per week</p>	<p>All</p>	<p>Librarians &amp; Library Media Assistants  Books  Mini Books  Tech Aides</p>	<p>LCAP District Supplemental (Total District Cost)  Site Discretionary and Marigold PTA Donations  Marigold PTA Donations  LCFF-District LCAP (Total District Cost)</p>	<p>\$1,056,738  \$6,000  \$6,750  \$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> <li>IReady</li> <li>Renaissance Learning</li> </ul>	<ul style="list-style-type: none"> <li>Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</li> </ul>	<p>Share in newsletter two times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

**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 Content Standards and CAASPP.
- 2.3: Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

**Site Goals:**

- All certificated personnel will continue to implement CSCS.
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

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>• Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and develop and administer assessments that align with new state standardized assessments (SBAC)</li> <li>• District Leadership Committee (DLC) will analyze overall district instructional needs recommend district-wide staff development</li> </ul>	Local Assessments administered  Administration and use of data	All	DLC Teachers on Special Assignment (TOSA)	LCAP- District Supplementa (Total District cost)  Title II District  Title I District Title III District	\$291,830  \$148,000 \$199,284 \$37,698
Provide professional development in: <ul style="list-style-type: none"> <li>• California State Content Standards</li> <li>• Before school and school-year PD</li> <li>• Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). IReady</li> </ul>	<ul style="list-style-type: none"> <li>• Our staff will attend district-wide professional development.</li> <li>• Teachers will meet to analyze data and design rigorous CSCS instruction.</li> <li>• PLC's analyzing benchmark results together</li> <li>• GLT/SBIT progress monitoring high concern students</li> <li>• Planning CSCS lessons together</li> <li>• District-wide meetings supporting CSCS implementation with an emphasis on technology</li> <li>• Site PD Opportunities -NHA, PLC Release Days, Leadership Team</li> <li>• Provide opportunities for professional development based on site needs as determined by Leadership, DLC TOSA, and/or staff</li> </ul>	District-wide Grade Level Meetings (10/3, 11/28, 1/30, 4/10)  Planned Common Staff Meetings , 12/6, 1/24  PD Sign In Sheets  Site Leadership Minutes	All	Presenter Costs  Teacher hourly extra assignment & PLC Release Time & Called Meeting Time  After School PD Opportunities  Site & Local PD Opportunities	Title II District  Title II Site    Title II District  Title II Site	\$11,175 total budget        \$11,175 total budget

**Marigold Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<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>● CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC</li> <li>● Ensure all students are given site, district and state assessments.</li> </ul>	<p>Testing Window dates:                      -iReady 3 times/ year                      -K-5 Local Assessment 4 times/year                      -Gr.2-5 Local CCSS Assessments 2 times/ year</p>	<p>All</p>	<p>TOSAs                      See Goal 3</p>	<p>LCFF Supplemental District (Total District Cost)</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>Release days and agenda</p>	<p>All</p>	<p>District PD Opportunities                       Site PD                       PLCs                       Peer Instructional Rounds</p>	<p>Title II-District                       Title III- District                       Educator Effectiveness Funds</p>	<p>\$200,000                       \$39,000                       \$179,000</p>



**Marigold Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>• Targeted Case Managers (TCMs)</li> <li>• Elementary Instructional Specialists (2.6 FTE)</li> <li>• Parent Restricted Aides</li> <li>• Guidance Aides</li> </ul>	<ul style="list-style-type: none"> <li>• See Goal 4</li> <li>• Marigold will employ a .2 TOSA</li> <li>• Provide one hour a day of aide support in grades K-1st</li> <li>• Reading Intensive 1:1 aides for Learning Center to target 2nd grade at-risk readers</li> <li>• Implement Reading Pals Program, two days a week, for 17 students in need of intensive reading support</li> <li>• Marigold will employ a 25 hr/week Guidance Specialist</li> </ul>		All	<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Parent Restricted Aide</p> <p>Reading Pals Coordinator, Books, Marigold TOSA support</p> <p>Guidance Aide</p>	<p>LCFF-District Supplemental</p> <p>LCFF Supplemental Site</p> <p>Community Partnership, District lottery /instructional materials</p> <p>LCFF-District Supplemental</p>	<p>357,353</p> <p>\$31,578 plus more for CSEA raises</p> <p>\$5,050.95, split with EWE</p> <p>45,000</p>
<p>Implement various models of all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> <li>• Marigold will have an extended day for the 2017-18 school year. 8:12 a.m. - 2:00 p.m., include lunch</li> </ul>	Parent and staff feedback	All	Yard Supervision for Lunch	District Funds	

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

- 4.1: For students at all schools, provide opportunities and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities via various social media platforms.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

**Site Goal:**

- Marigold will set-up, maintain and communicate regularly with at least three social media platforms.
- Marigold will respond to all parent communications within two work days.

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>● expectations for timely response (2 day maximum) to parent inquiries</li> <li>● Survey Parents</li> </ul>	<ul style="list-style-type: none"> <li>● Make teachers aware of expectation for timely responses to parent inquiries through staff emails and staff meetings</li> <li>● Register parents on the Remind school-wide text messaging program</li> <li>● Parent Portal digital registration</li> <li>● Post on the school Facebook page at least three times a week, increase 'likes' to 475 or more</li> <li>● Post weekly on the Smore School Digital Newsletter and put feed on school website</li> <li>● Send site and district/community flyers to families via Peachjar through Aeries email list</li> <li>● Administer Education for the Future survey in January</li> </ul>	District PD Sign-in Sheets  Parent feedback regarding timely responses  Text Messaging Sign-ups  Parent Facebook Likes and Participation  Smore Participation statistics  Spring Parent Survey Responses	All	After School PD Opport.  Remind and Aeries text  Education for the Future Survey (Total District Cost)  Facebook  Smore Digital Newsletter  Peachjar	Title II-District  No Cost  LCFF Base  No Cost  Site Discretionary  District Funds	\$10,000  \$60
Provide parent training in English and other languages addressing parent access to:	<ul style="list-style-type: none"> <li>● Marigold will offer a minimum of 2 parent/family informational opportunities</li> </ul>	Event Sign-in Sheets and staff records	All	Provide refreshments	Site Discretionary	\$50

**Marigold Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<ul style="list-style-type: none"> <li>• Parent Portal feature in Aeries, Illuminate, or Renaissance Learning</li> <li>• Academic programs to support student learning, such as: Google Apps for Education, etc.</li> </ul>	<p><b>Examples: Back to School Night, Renaissance Learning technology training, Parent Portal/Aeries training</b></p> <ul style="list-style-type: none"> <li>• Marigold will survey parents to ask their opinion about HW practices at Marigold, use results to inform HW policy creation</li> </ul>					
<p>Provide the following services to improve instruction</p> <ul style="list-style-type: none"> <li>• Targeted Case Manager (TCMs)</li> <li>• Elementary Instructional Specialists (TOSA 2.6 FTE)</li> <li>• Guidance Specialist</li> <li>• Counselor</li> <li>• Employ 3 instructional aides</li> <li>• Bilingual Aide</li> </ul>	<ul style="list-style-type: none"> <li>• See Goal 4</li> <li>• Marigold will employ a .2 TOSA</li> <li>• Site Guidance Specialists</li> <li>• .5 Elementary School Counselor</li> <li>• Bilingual Aide- part time</li> </ul>		All	<p>TCM Costs</p> <p>Elementary TOSAs</p> <p>Guidance Specialists</p> <p>Counselor</p> <p><b>Instructional Aides, 9 hours a day</b></p> <p>Bilingual Aide</p>	<p>LCAP- District Supplemental (Total District cost)</p> <p><b>LCAP Site</b></p> <p>LCAP- District Supplemental (Total District cost)</p>	<p>See goal</p> <p>See goal 2</p> <p>\$343,908</p> <p>\$538,161</p> <p><b>\$31,578 plus more for CSEA raises</b></p> <p>\$452,158</p>
<p>Verify 70% of parents attend and participate in parent/ teacher conferences.</p> <p>Implement various models of all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> <li>• <b>Offer a minimum of six family activities</b> <ul style="list-style-type: none"> <li>• <b>Examples: Reading night, Wake up to Reading, Talent Show, Open House, Jog-a-thon, Back to School Night, Carnival</b></li> </ul> </li> <li>• Site Kindergarten teachers will attend planning meetings at the district office.</li> </ul>	<p>Percent of parents attending events such as BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings</p>	All	<p><b>Provide refreshments and daycare</b></p> <p>No funding needed</p>	<p><b>Site Discretionary</b></p>	<p><b>\$300</b></p>

**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.

**Site Goal: Marigold will maintain the annual average % of chronically truant students below 8% and percent of attendance above 96%.**

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>• Trauma-informed strategies</li> <li>• behavior strategies such as the Nurtured Heart Approach</li> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Make teachers aware of PD opportunities through weekly emails and staff meetings</li> <li>• Virtue of the Month and student recognition program</li> <li>• Student and Staff Leadership Program</li> <li>• PBIS</li> </ul>	Session Sign-in Sheets  Student behavior referrals  Leadership Student Activity Logs, Office Referrals, Staff Feedback  PBIS Plan, Goals, Meeting Agendas	All	Video Web Production Program & student prizes  Release time for leadership teachers, students to conference  Release Time, EA	Site Discretionary  Site Discretionary  Site Discretionary	\$300  \$400  \$1,000
Provide parent, education/training classes to improve student attendance	<ul style="list-style-type: none"> <li>• Provide a minimum of six family events</li> <li>• Early identification of students with attendance issues</li> <li>• Communicate chronically absent/tardy names to teachers</li> <li>• Parent/Principal meetings to encourage and tardy improvement</li> <li>• Use attendance rewards at school assemblies</li> </ul>	Event Sign-in Sheets, staff records  Aeries Reports	All	See goal 4  Transport. assistance ie. bikes, bus passes  EA for Attendance Clerk  Attendance Awards, prizes	Site Discretionary  Site Discretionary  Site Discretionary	\$100  \$800  \$50

**Marigold Elementary LCAP/SPSA Goals**

**Year: 2017-18**

Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>● Opportunity Programs (CAL and Chapman)</li> <li>● Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain Opportunity Class</li> <li>● Institute the Reset Classroom as an alternative to suspensions</li> </ul>	Number of Referrals to Opportunity Class, OSS Rates	All	Opportunity Class  Reset	LCFF District Supplemental  LCFF District Supplemental	160,000  107,000
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 Assistants</li> <li>● Medically Necessary/Off Campus Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides- See Goal 3 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)	LCFF District Supplemental  LCFF District Supplemental  LCFF District Supplemental	107,044  496,363  336,250
Increase campus supervision as per site needs.  Improve traffic flow for drop-off and pick-up	<ul style="list-style-type: none"> <li>● Employ School Aides (noon supervisor, yard duty) as needed</li> <li>● Marigold will provide additional aide supervision for 3.75 hours/week to support mid-morning recess supervision- Eliminate after November 10, 2017 due to lack of funding</li> <li>● Purchase Radios and replacement batteries- One per Classroom plus all yard supervisors</li> </ul>	Number of Behavior Referrals  Parent Feedback, Number of Office Referrals, Referrals to Opportunity Class, Reset, Suspensions	All	Campus Supervision (Total District Cost)  School Aide  Radios & Batteries	LCFF Supplemental District  Safe Schools  Safe Schools	616,831  \$1000  \$2,900
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> <li>● Students receive Fine Arts and PE in 1st-5th grades</li> <li>● Students have music in 4th and 5th grade</li> </ul>	Site Attendance Rate	All	Certificated teacher prep time release	LCFF Supplemental District	
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> <li>● Not Applicable</li> </ul>					
Safety Plan Expenditures						

Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$ N/A Title 1 Carryover-\$ N/A		
<b>Title II-\$7, 695</b> <b>Title II Carryover-\$7,645</b>  <p style="text-align: right;"><b>Total \$ 15,340</b></p>	PLC Release PD Opportunities -Google, Science, NHA, various (as per SSC and leadership) Reserve some funds for next year	\$2,000 \$7,000  \$6,340  <p style="text-align: right;"><b>Total \$ 15,340</b></p>
<b>Safe Schools- \$3,000</b> <b>SS Carryover- \$1,142</b>  <p style="text-align: right;"><b>Total \$ 4,142</b></p>	Extra Yard Supervision Two-Way Radios Radio Batteries Not yet allocated	\$1,000 \$2,500 \$400 \$242  <p style="text-align: right;"><b>Total \$ 4,142</b></p>

LCAP Budget Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
<b>LCAP 17-18 Total- \$43,281</b> <b>LCAP Carryover- \$0</b>  <p style="text-align: right;"><b>Total= \$43,281</b></p>	Parent Restricted Aides iReady Math Intervention Program Discovery Streaming Reserve for CSEA Pay Raise, Unknown	\$31,578 \$7,122 \$1,600 \$2,981  <p style="text-align: right;"><b>Total \$43,281</b></p>
		<b>Total= \$62,763</b>

## 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

N/A

Signature

English Learner Advisory Committee

[Handwritten Signature]

Signature

Special Education Advisory Committee

N/A

Signature

Gifted and Talented Education Program Advisory Committee

N/A

Signature

District/School Liaison Team for schools in Program Improvement

N/A

Signature

Compensatory Education Advisory Committee

N/A

Signature

Departmental Advisory Committee (secondary)

N/A

Signature

Other committees established by the school or district (list):

N/A

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 11/16/16.

Attested:

Shawneese Heath

Typed Name of School Principal

[Handwritten Signature: Shawneese Heath]

Signature of School Principal

11/30/17

Date

Hillary Chapman

Typed Name of SSC Chairperson

[Handwritten Signature: Hillary Chapman]

Signature of SSC Chairperson

11/30/17

Date