

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Marsh Junior High School
Address	2253 Humboldt Road Chico, CA 95928
County-District-School (CDS) Code	04-61424-6116610
Principal	Jessica Kamph
District Name	Chico Unified School District
SPSA Revision Date	May 18, 2022
Schoolsite Council (SSC) Approval Date	May 18, 2022
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Marsh Junior High School functions as a partnership between students, staff members, families, and community members. Our school vision is that all students will achieve high levels of academic and personal success, contribute to their future communities, and compete with confidence in a changing global society.

In the 20/21 academic year, Marsh Junior High School's student population reached 41% for students qualifying for free and reduced lunch which crossed the threshold for Title I funding. Title I dollars will be braided with other funding in order to achieve our student-centered vision through a mission of differentiation. Our mission is based upon a multi-tiered system of student support in the areas of inclusive academic learning driven by state standards, inclusive behavioral learning, and inclusive social-emotional learning. This model is driven by comprehensive assessments and enhanced by AVID principles in order to differentiate learning for all students.

School Profile

Marsh Junior High School's beautiful campus is located in a rural setting with views of the Sacramento Valley eastern foothills. The expanse of natural environment enveloping the campus provides unique open classroom experiences for the arts and sciences. The facilities boast state-of-the-art equipment and technology housed in an architecturally spectacular design.

The 776 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 state, standards-based curriculum at this AVID school is rigorous, inclusive, and differentiated for our increasingly diverse student population. We recognize the need for increased inclusive behavior and social-emotional learning in addition to academic goals, and therefore have expanded our campus life to be 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 Junior High School represents the best in each discipline and a balance of experience and enthusiasm, youth, and maturity. The support staff works in synergy with teachers and administration to systematically identify student academic, behavioral, and social-emotional needs and coordinates appropriate supports based upon those needs. The braiding of Title I funds will allow for more robust and expansive support networks in all areas of the multi-tiered system of student support. This administration and staff has developed an inclusive middle school program that has generated significant acclaim and is a source of pride for the students, staff, parents, and community.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is reviewed and approved by the active School Site Council (SSC). The SSC is composed of teachers, staff members, parents, and students. It is our goal to create a SSC that is representative of our student population. The members of the SSC are elected positions and each position is for a two-year commitment. The SSC meets monthly to discuss student achievement data and associated action steps to act upon that data as outlined in the SPSA.

When Marsh Junior High School began the planning to incorporate Title I funds, the Chico Unified School District Director of State and Federal Programs joined a series of regular Marsh Junior High School Site Council meetings with Title I planning as an agendaized item. The SSC meeting on January 6, 2021, covered Title I policies, procedures, and ideas.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	297	262	242
Grade 7	315	310	245
Grade 8	262	313	289
Total Enrollment	874	885	776

Conclusions based on this data:

1. The population at Marsh Junior High School showed a decrease last few school year. We are predicting this is due to the new housing developments outside the Marsh area.
2. During the 20-21 school year our school population decreased. We lost several student to Oakbridge Online Academy due to the concerns around COVID-19.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	18	23	33	2.1%	2.6%	4.3%
Fluent English Proficient (FEP)	93	87	54	10.6%	9.8%	7.0%
Reclassified Fluent English Proficient (RFEP)	14	7	4	58.3%	38.9%	17.4%

Conclusions based on this data:

1. Based upon the data the total number of English Learners who are reclassified fluent continues to increase yearly.
2. Changes in the English Learners reclassification may have impacted the the percentage rate of RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	313	295	231	309	292	0	308	292	0	98.7	99	0.0
Grade 7	264	311	232	255	302	0	255	301	0	96.6	97.1	0.0
Grade 8	292	256	265	284	251	0	284	251	0	97.3	98	0.0
All Grades	869	862	728	848	845	0	847	844	0	97.6	98	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2533.	2552.		21.10	27.74		34.09	33.90		23.38	21.92		21.43	16.44	
Grade 7	2577.	2585.		20.00	25.91		47.84	43.19		18.04	17.61		14.12	13.29	
Grade 8	2593.	2605.		16.20	25.50		48.24	42.23		27.11	24.30		8.45	7.97	
All Grades	N/A	N/A	N/A	19.13	26.42		42.98	39.69		23.02	21.09		14.88	12.80	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	24.43	33.56		45.60	41.78		29.97	24.66	
Grade 7	34.12	31.89		45.49	49.17		20.39	18.94	
Grade 8	31.34	37.85		51.41	48.61		17.25	13.55	
All Grades	29.67	34.24		47.52	46.45		22.81	19.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	28.99	36.64		47.23	46.58		23.78	16.78	
Grade 7	34.90	41.67		52.55	45.33		12.55	13.00	
Grade 8	34.86	35.60		55.28	52.40		9.86	12.00	
All Grades	32.74	38.12		51.54	47.86		15.72	14.01	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.57	18.84		60.91	70.21		20.52	10.96	
Grade 7	18.43	17.94		67.45	70.76		14.12	11.30	
Grade 8	14.08	21.91		77.46	69.32		8.45	8.76	
All Grades	17.02	19.43		68.44	70.14		14.54	10.43	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	33.22	35.96		47.88	47.60		18.89	16.44	
Grade 7	34.12	41.20		53.73	44.52		12.16	14.29	
Grade 8	34.51	39.44		54.93	49.80		10.56	10.76	
All Grades	33.92	38.86		52.01	47.16		14.07	13.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students scoring below standard in the subcategory of writing decreased by nearly 2%. While the percent below standard in Research/Inquiry only increased slightly, we see a larger increase in Listening and Reading. Overall the students not meeting standard in the area of English Language Arts increased from 12.53% to 14.88% over the past two year. In addition, students exceeding the standard in English Language Arts increased from 18.55% to 19.13% over the past two years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	313	295	231	311	287	0	311	287	0	99.4	97.3	0.0
Grade 7	264	311	232	255	299	0	255	299	0	96.6	96.1	0.0
Grade 8	292	254	265	283	246	0	283	246	0	96.9	96.9	0.0
All Grades	869	860	728	849	832	0	849	832	0	97.7	96.7	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2520.	2530.		19.94	24.39		18.01	20.21		31.51	25.44		30.55	29.97	
Grade 7	2566.	2570.		28.63	28.76		26.27	22.74		24.71	30.43		20.39	18.06	
Grade 8	2605.	2605.		37.46	39.02		21.55	19.11		22.26	21.95		18.73	19.92	
All Grades	N/A	N/A	N/A	28.39	30.29		21.67	20.79		26.38	26.20		23.56	22.72	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	22.19	26.83		35.37	35.19		42.44	37.98	
Grade 7	40.78	37.46		34.90	32.44		24.31	30.10	
Grade 8	44.88	43.09		32.86	34.15		22.26	22.76	
All Grades	35.34	35.46		34.39	33.89		30.27	30.65	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	19.29	29.62		45.02	39.02		35.69	31.36	
Grade 7	30.98	31.77		46.27	48.16		22.75	20.07	
Grade 8	35.34	36.59		47.35	43.50		17.31	19.92	
All Grades	28.15	32.45		46.17	43.63		25.68	23.92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.90	24.74		45.66	42.16		33.44	33.10	
Grade 7	23.53	28.76		61.57	57.19		14.90	14.05	
Grade 8	37.46	34.96		46.64	46.34		15.90	18.70	
All Grades	27.21	29.21		50.77	48.80		22.03	22.00	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- In the area of Mathematics we see a decrease in the students meeting and exceeding standards from 55.26% in 16-17 to 50.06% in 17 - 18. In addition, we see an increase of the students nearly meeting standard from 21.63% in 16-17 to 26.38% in 17-18.
- When comparing grade levels our 8th graders tend to outperform 6th and 7th graders.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
6	*	*	1504.3	*	*	1506.7	*	*	1501.4	*	7	19	
7	*	*	*	*	*	*	*	*	*	*	9	7	
8	*	*	*	*	*	*	*	*	*	*	*	4	
All Grades											11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	26.32	*	*	21.05	*	*	42.11	*	*	10.53	*	*	19
7		*	*	*	*	*	*	*	*		*	*	*	*	*
8		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	21.05	26.67	*	31.58	30.00	*	47.37	33.33	*	0.00	10.00	11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	31.58	*	*	52.63	*	*	5.26	*	*	10.53	*	*	19
7	*	*	*		*	*	*	*	*		*	*	*	*	*
8	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	26.32	33.33	*	42.11	46.67	*	31.58	13.33	*	0.00	6.67	11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	5.26	*	*	15.79	*	*	52.63	*	*	26.32	*	*	19
7		*	*		*	*	*	*	*	*	*	*	*	*	*
8		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	21.05	3.33	*	15.79	30.00	*	63.16	43.33	*	0.00	23.33	11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	15.79	*	*	68.42		*	15.79	*	*	19
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*		*	*		*	*	*	*	*
All Grades	*	15.79	20.00	*	73.68	66.67		10.53	13.33	11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	52.63	*	*	36.84	*	*	10.53	*	*	19
7	*	*	*	*	*	*		*	*	*	*	*
8		*	*	*	*	*		*	*	*	*	*
All Grades	*	42.11	56.67	*	52.63	36.67	*	5.26	6.67	11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	10.53	*	*	21.05	*	*	68.42	*	*	19
7		*	*		*	*	*	*	*	*	*	*
8		*	*	*	*	*		*	*	*	*	*
All Grades	*	21.05	6.67	*	47.37	36.67	*	31.58	56.67	11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		*	5.26	*	*	78.95	*	*	15.79	*	*	19
7		*	*	*	*	*		*	*	*	*	*
8		*	*	*	*	*		*	*	*	*	*
All Grades		26.32	6.67	*	73.68	83.33	*	0.00	10.00	11	19	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
776	40.6	4.3	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	4.3
Foster Youth	5	0.6
Homeless	24	3.1
Socioeconomically Disadvantaged	315	40.6
Students with Disabilities	103	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.1
American Indian or Alaska Native	6	0.8
Asian	37	4.8
Filipino	9	1.2
Hispanic	168	21.6
Two or More Races	45	5.8
Native Hawaiian or Pacific Islander	4	0.5
White	477	61.5

Conclusions based on this data:

- Marsh currently does not qualify for Title I funds however LCAP continue to be used to provide targeted intervention such as homework support after school, Intensive Responce to Intervention (IRI) classes, and additional EL classes.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Green		

Conclusions based on this data:

1. Based upon the data our academic performance interventions should focus on mathematics. In regards to academic intervention our focus is on decreasing our chronic absenteeism through our Targeted Case Manager continuing to reach out to students and families that are chronically truant. The data shows that there needs to be a decline in suspension rates.

School and Student Performance Data

Academic Performance English Language Arts

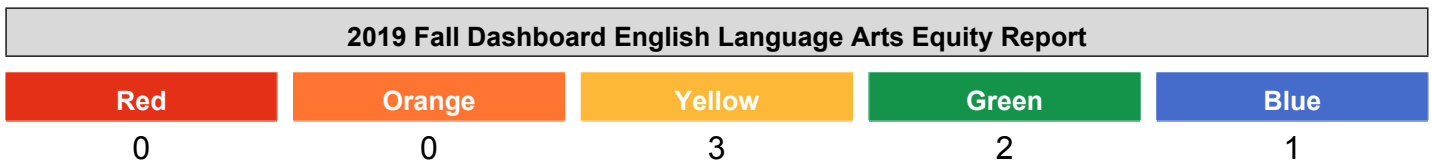
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>31.8 points above standard</p> <p>Increased ++14.1 points</p> <p>816</p>	<p>English Learners</p> <p>Yellow</p> <p>37 points below standard</p> <p>Increased ++5.1 points</p> <p>67</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>18 points above standard</p> <p>Increased Significantly ++76.6 points</p> <p>59</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0 points below standard</p> <p>Increased Significantly ++25.4 points</p> <p>343</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>54.5 points below standard</p> <p>Increased Significantly ++10.3 points</p> <p>78</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 34 points above standard Increased ++10.2 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Blue 44 points above standard Increased Significantly ++17.8 points 51	 No Performance Color 76.9 points above standard Increased Significantly ++62.5 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.5 points below standard Increased ++14 points 152	 No Performance Color 34.8 points above standard Increased Significantly ++21.2 points 33	 No Performance Color 0 Students	 Green 43.5 points above standard Increased ++12.8 points 523

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.4 points below standard 16	21.8 points below standard Increased ++8.3 points 51	35.8 points above standard Increased ++12.9 points 711

Conclusions based on this data:

- The Marsh English Language Arts Performance for All Students categories remains in the green.
- There needs to be continuous focus on english learners, socially economically disadvantaged, and students with disabilities.

School and Student Performance Data

Academic Performance Mathematics

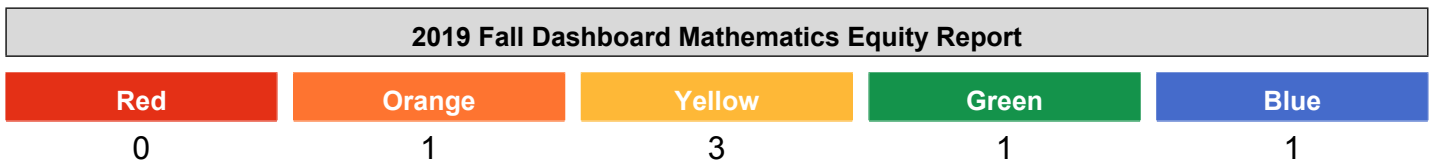
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3 points above standard</p> <p>Increased ++6.1 points</p> <p>803</p>	<p>English Learners</p> <p>Orange</p> <p>70.7 points below standard</p> <p>Declined -3.2 points</p> <p>67</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>22.4 points below standard</p> <p>Increased Significantly ++70.5 points</p> <p>58</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>36.8 points below standard</p> <p>Increased Significantly ++16.6 points</p> <p>336</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>76.2 points below standard</p> <p>Increased Significantly ++20.2 points</p> <p>74</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.2 points below standard Declined -4.5 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Blue 39.1 points above standard Increased Significantly ++15.7 points 51	 No Performance Color 47.5 points above standard Increased Significantly ++16.5 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.1 points below standard Increased ++12.8 points 150	 No Performance Color 9.8 points below standard Increased Significantly ++10.8 points 33	(Empty)	 Green 14.5 points above standard Maintained ++2.7 points 513

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.4 points below standard 16	68 points below standard Declined -6.2 points 51	6.5 points above standard Increased ++4.6 points 698

Conclusions based on this data:

1. English Learners mathematical performance increased by 3.1 points.
2. Socio-economically disadvantaged decreased by 4.3 points in their mathematical performance.
3. Our students with disabilities continues to maintain.

School and Student Performance Data

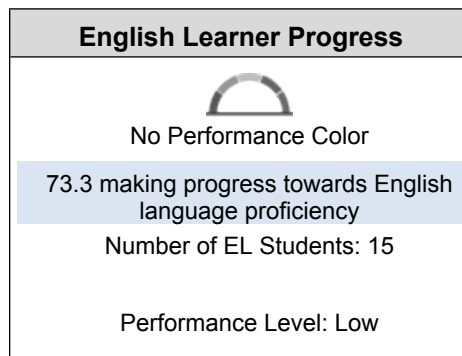
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.6			73.3

Conclusions based on this data:

1. The majority of our students fall in the moderately developed range of the English Language Proficiency at 45.5%.
2. 54.6% of the English Learners fall in the moderately and well developed category.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Green</p> <p>7.9</p> <p>Declined -1.5</p> <p>920</p>	<p>No Performance Color</p> <p>4.2</p> <p>Declined -13.1</p> <p>24</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p> <p>11.5</p> <p>Declined -4.4</p> <p>87</p>	<p>Yellow</p> <p>10.3</p> <p>Declined Significantly -4.5</p> <p>419</p>	<p>Red</p> <p>23.6</p> <p>Increased +0.9</p> <p>110</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Green	 No Performance Color
8.8	0	3.8	0
Increased +5.6	11	Declined -0.9	Maintained 0
34		53	12
Hispanic	Two or More Races	Pacific Islander	White
 Green	 Green	 No Performance Color	 Yellow
7.2	9.3	Less than 11 Students - Data Not Displayed for Privacy	8.7
Declined -2.4	Declined -16.3	0	Maintained -0.3
180	54		576

Conclusions based on this data:

1. Our socioeconomically disadvantaged and students with disabilities continue to be in the red for chronic truancy. Our Targeted Case Manager (TIC) continues to communicate with families in this population.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

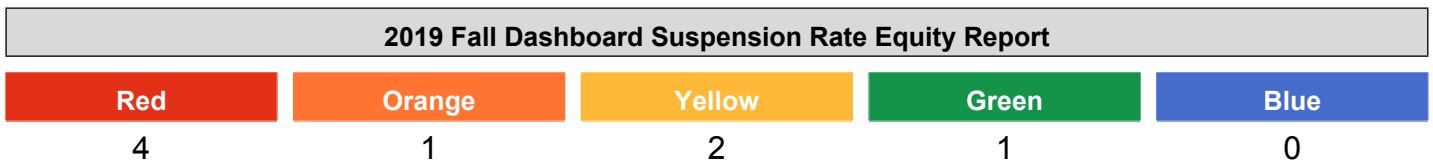
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>9.3</p> <p>Increased +0.3</p> <p>954</p>	<p>English Learners</p> <p>No Performance Color</p> <p>12.5</p> <p>Increased +9.2</p> <p>24</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>
<p>Homeless</p> <p>Yellow</p> <p>9</p> <p>Declined -11.4</p> <p>100</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>12.8</p> <p>Maintained +0.2</p> <p>444</p>	<p>Students with Disabilities</p> <p>Red</p> <p>14.8</p> <p>Increased +14.8</p> <p>115</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 11.8 Declined -4.4 34	 No Performance Color 0 12	 Green 1.9 Declined -4.4 54	 No Performance Color 0 Declined -6.7 12
Hispanic	Two or More Races	Pacific Islander	White
 Red 13.9 Increased +3.3 187	 Red 14.5 Increased +0.3 55	 No Performance Color 0 0	 Orange 8.3 Maintained +0.2 600

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9	9.3

Conclusions based on this data:

1. Marsh Junior High School's suspension rates have increased by 1.1% in the 2018-2019 from the previous 2017-2018 school year.
2. Our homeless youth in addition to our African American population continue to be a focus area for us as they are currently in the red for suspension rates.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Instruction and Tiered Interventions

Goal Statement

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

LCAP Goal

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

Basis for this Goal

Academic assessment data from the past three years shows persistent achievement gaps for specific student groups, including foster, homeless, English learners, and economically disadvantaged. This gap was apparent before the pandemic: results from the most recent California State Dashboard (2019) shows that, while the groups "All Students" and "White" scored green (the second highest level) for English language arts, homeless students and economically disadvantaged students scored yellow in both areas; English learners scored orange in both areas; and foster youth scored red for both. Mathematics showed a similar pattern. The pandemic increased these gaps: while almost all our students experienced learning loss during the pandemic, as measured by benchmark assessments in English-language arts and mathematics at grades K-8, and by end-of-course grades at 9-12, we saw the greatest learning loss among our Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, American Indian or Alaska Native, African American, Two or More Races, and Native Hawaiian or Other Pacific Islander.

To address these inequities in academic achievement, the Chico Unified School District is committed to implementing the Multi-Tiered System of Support (MTSS). We will provide academic instruction and tiered interventions that meet the specific needs of each and every student, from remediation to academic enrichment. The specific actions to support this goal and the metrics to assess our progress are detailed below. In general, though, they include:

- a) Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. An online educational option will also be available for all students.
- b) Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary, Power Reading, and a designated .4 RSP certificated RTI support staff at TK-5 sites.

By providing varying tiers of intervention, including enrichment opportunities, we hope to provide the supports students need to meet and exceed grade level expectations, and close the achievement gaps between our different student groups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	Maintain 100%

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of all CUSD students have 1:1 device access.	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	N/A	This assessment will be given April, 2022
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2020-2021 All Students: 67.7% English Learner: 0% Foster Youth: N/A Homeless: 40.0% Socioeconomically: 53.8% Students with Disabilities: 35.8% African American: 66.7% American Indian or Alaska Native: N/A Asian: 47.1% Filipino: N/A Hispanic: 53.1% Native Hawaiian or Other Pacific Islander: N/A White: 75.0% Two or More Races: 61.5%	Increase all student groups meeting or exceeding Benchmark by 3%
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2020-2021 All Students: 56.25% English Learner: 56.25% Foster Youth: N/A Homeless: 42.86% (3) Socioeconomically: 48.00% Students with Disabilities: 40.00% (4) African American: N/A American Indian or Alaska Native: N/A	Increase all student groups making progress toward English Proficiency measured by ELPAC by 3%

Metric/Indicator	Baseline	Expected Outcome
	Asian: 62.50% (5) Filipino: 0.00% Hispanic: 61.11% Native Hawaiian or Other Pacific Islander: 0.00% White: 50.00% (1) Two or More Races: N/A	
Priority 4: Pupil Achievement - Reclassification Rate	2020-21 All Students: N/A English Learner: 4.35% (1)	Increase Reclassification Rate by 3%

Planned Strategies/Activities

Strategy/Activity 1

Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	130,813
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,601,200
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	LCFF Funds: \$997,275 and Other State Funds: \$603,925

Strategy/Activity 3

Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,354,088
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 6

Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

546,182

Source

LCFF - District Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,232,658
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	LCFF Funds: 849,574 and Other State Funds: 383,084

Strategy/Activity 8

After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,008,719
Source	Grant Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Includes Chico Area Recreation District Contract

Strategy/Activity 9

District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 10

Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	621,110
Source	One Time District Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Local Funds: 60,820 and Federal One Time Funds: 249,735

Strategy/Activity 11

District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:

- * Secondary Instructional Specialist TOSAs
- * Elementary Instructional Specialist TOSAs
- * Illuminate/Data TOSA (1.0 FTE)
- * Tech PD (CSEA) TOSA (1.0 FTE)
- * English Language Development (ELD) TOSA (1.0 FTE)
- * After School Program (ASP) Intervention TOSA (.80 FTE)

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	896,747
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 447,310 and Federal Funds: 449,437

Strategy/Activity 12

Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,606,804
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 13

Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,070,823
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 14

Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	39,386
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 15

Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,552,857
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 733,000 and Other State Funds: 305,214

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

LCAP Goal

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

Basis for this Goal

As the pandemic has continued to affect almost all aspects of life as we previously knew it, educators and parents across the country have become increasingly concerned with the impact on students' mental and social-emotional health needs. In Chico, unfortunately, this concern is not new: COVID-19 is only the latest in a series of traumatic events affecting our community. In 2013, a report on adverse childhood experiences (ACEs) found that Butte County held the dubious distinction of having the highest rate of ACEs in California, and among the highest in the country. 76.5% of Butte County adults reported one or more adverse childhood experience as a child (Butte County Coalition on ACEs, 2013). More recently, several natural disasters have impacted our area in quick succession, beginning with the February 2017 evacuation of 180,000 people after the failure of the Oroville Dam and Spillway. This was followed in November of 2018 by the Camp Fire, which destroyed Paradise and neighboring communities, claimed 87 lives, and displaced tens of thousands of residents. Among those displaced were over six hundred of our students and staff. In September of 2020, the North Complex Fire destroyed the nearby communities of Berry Creek and Feather Falls. Thick, toxic smoke blanketed Chico for weeks after each fire, at times making day look like night. The loss of routine and the uncertainty caused by the pandemic only intensified the effect of all these events, and sent many of our students into crisis mode. From 2019 to 2020, the number of children (elementary and high school) arriving in emergency rooms with suicidal thoughts and depression tripled, from 20 to 60. But as Enloe Hospital's CEO Mike Wiltermood pointed out in an April, 2021 interview with news station KRCR, "2019 isn't even a realistic baseline to show how bad things have gotten because that's right after the Camp Fire ... As resilient as we all are, we have to take into consideration that it's not just the pandemic. It's the fires, it goes back to the evacuation for the Oroville spillway."

In the wake of the Fire, we deployed additional counselors at all sites, and worked to implement a systematic and consistent practice of student wellness supports across our elementary and secondary schools. Yet students began asking for more even mental health support. This led to the establishment of Wellness Centers at the secondary sites. When COVID closed the Wellness Centers, students requested a confidential online way to communicate with their counselor that they needed to be seen immediately. A portal on our Chico Unified website was established to facilitate timely student access to counseling services on sites. Targeted Case Managers, counselors and teachers are crucial to these efforts, and will continue to be supported through our LCAP. In the 2020-21 school year, elementary students at all sites received social-emotional learning sessions in the classroom. A total of 6,898 classroom sessions were delivered by counselors (2,343 sessions) and counseling assistants (4,555 sessions). Before the COVID pandemic began, we also relied on instruments such as universal screeners, completed by teachers 3-4 times a year to give a snapshot of each student's social-emotional need. These screeners were not used in 2020-21, however: as students began that school year entirely online, and most moved to an AM/PM model on October 19, teachers did not have enough face-to-face time with their students to accurately complete the screeners. However, we were able to gather information to understand and support individual student needs through Kelvin, an online system that quickly measures student emotional "pulses". Data from the School Climate Survey in spring, 2021, given through a Kelvin "pulse", further revealed that our students feel safe on our sites, that people of different cultural backgrounds, race, or ethnicities get along well on sites, and students feel staff treats students respectfully.

The actions to support this goal are listed below. In summary, they include:

- 1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).
- 2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.
- 3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners (resuming in 2021-22), and Kelvin pulse surveys.

We expect that we will see an improvement in our students' social-emotional wellness as measured by these instruments, as well as by parent, student and teacher observation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2021-22 Targeted Case Manager Contacts by Percentage and (Contacts per Student) All Students: 14.08% (0.37) English Learner: 46.15% (1.27) Foster Youth: 50.00% (0.75) Homeless: 75.00% (3.19) Socioeconomically: 21.84% (0.62) Students with Disabilities: 22.95% (0.53) African American: 30.00% (0.35) American Indian or Alaska Native: 10.00% (0.40) Asian: 18.75% (0.35) Filipino: 25.00% (0.25) Hispanic: 26.09% (0.77) Native Hawaiian or Other Pacific Islander: 80.00% (2.00) White: 8.26% (0.23) Two or More Races: 14.29% (0.38)	Will maintain or increase from the previous year.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2021-2022 Social-Emotional Contacts by Percentage and (Contacts Per Student) All Students: 56.11% (4.03) English Learner: 65.38% (2.88) Foster Youth: 75.00% (24.00) Homeless: 71.88% (8.53) Socioeconomically: 64.78% (5.79) Students with Disabilities: 65.04% (8.12) African American: 70.00% (8.80) American Indian or Alaska Native: 60.00% (3.00) Asian: 39.58% (1.23) Filipino: 37.50% (0.75) Hispanic: 67.28% (5.59) Native Hawaiian or Other Pacific Islander: 80.00% (2.20) White: 51.63% (3.52)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric/Indicator	Baseline	Expected Outcome
	Two or More Races: 69.77% (6.00)	
Priority 3: Parental Involvement	2021-2022 Percentage of Students with an Associated Parent Portal Account All Students: 94.98% English Learner: 92.31% Foster Youth: 75.00% (3) Homeless: 78.13% Socioeconomically: 94.83% Students with Disabilities: 88.62% African American: 90.00% American Indian or Alaska Native: 90.00% (9) Asian: 97.92% Filipino: 100.00% (8) Hispanic: 95.06% Native Hawaiian or Other Pacific Islander: 100.00% (5) White: 95.44% Two or More Races: 93.02%	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	Parent/Guardian engagement with CUSD via social media will increase from the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2021-22 All Students: 92.47% English Learner: 93.91% Foster Youth: 79.76% Homeless: 84.54% Socioeconomically: 91.01% Students with Disabilities: 85.96% African American: 86.55% American Indian or Alaska Native: 93.23% Asian: 95.68% Filipino: 99.59% Hispanic: 91.49% Native Hawaiian or Other Pacific Islander: 86.90% White: 92.68% Two or More Races: 91.34%	All student groups will have an attendance rate of 95.5%.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-22 All Students: 23.10% English Learner: 15.38% (4) Foster Youth: 75.00% (3)	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange"

Metric/Indicator	Baseline	Expected Outcome
	Homeless: 42.42% Socioeconomically: 29.31% Students with Disabilities: 45.90% African American: 40.00% (8) American Indian or Alaska Native: 10.00% Asian: 6.25% Filipino: 0.00% Hispanic: 28.40% Native Hawaiian or Other Pacific Islander: 60.00% (3) White: 22.61% Two or More Races: 23.81% (10)	on the 2019 Dashboard, will decline by a minimum of 5 points.
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2021-22 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 70.22% English Learner: 74.60% Foster Youth: 64.29% Homeless: 71.43% Socioeconomically: 67.62% Students with Disabilities: 65.31% African American: 66.07% American Indian or Alaska Native: 54.76% Asian: 64.29% Filipino: 79.37% Hispanic: 71.98% Native Hawaiian or Other Pacific Islander: N/A White: 70.58% Two or More Races: 64.79%	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

2,022,192

Source

LCFF - District Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

583,859

Source

LCFF - District Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Strategy/Activity 4

School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Behavioral Instruction and Supports

Goal Statement

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

LCAP Goal

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

Basis for this Goal

Suspension and expulsion data from 2019-20 reveal that some student groups are consistently suspended at disproportionately high rates. These student groups include Homeless, Foster, Socioeconomically Disadvantaged, Students with Disabilities, African American and American Indian or Alaska Native. In addition, those groups are expelled at a higher rate as well. School Climate Survey data from 2020-21 show that a lower percentage of students from these same groups report that they feel safe and that they are being treated fairly at school. Specifically, the following groups show a lower rate of feeling safe at school:

Elementary: Students with Disabilities and African American
Secondary: American Indian or Alaska Native

To address this, and to support every student every day in our full return to school, site Positive Behavioral Interventions and Supports (PBIS) teams are integral. PBIS teams will work with the school site staff to provide universal behavior supports (Tier 1) for each student. Supplemental and intensified supports (Tiers 2 and 3) are also in place when the data informs the team that more supports are needed.

In addition, our LCAP includes funding for Alternative Education programs, including in-school suspension, opportunity programs, supplemental alternative education staffing, and additional counseling services in opportunity programs. We are also utilizing LCAP funds to support in-school athletic programs, as a means to help all students feel connected and promote a positive school culture. Campus supervisors are a third means of promoting a positive school culture; often these supervisors make connections with individual students.

CUSD will continue to improve school climate and implement positive behavioral strategies so students from all targeted student groups will feel safe, supported, engaged, and meaningfully challenged. Establishing a positive school culture includes setting up the school's social environment to reflect a shared vision of common values, beliefs, and behavior expectations. It is our goal to reduce suspensions in Chico Unified School District, particularly in the African-American, Foster Youth/Homeless, and Students with Disabilities student groups. The suspension numbers in these student groups are disproportionately higher than other student groups in CUSD

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2021-22 All Students: 3.35% English Learner: 0.00% Foster Youth: 50.00% (5) Homeless: 3.13% (1) Socioeconomically: 5.94%	All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, w

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 10.66% African American: 5.00% (2) American Indian or Alaska Native: 10.00% (1) Asian: 2.08% (1) Filipino: 0.00% Hispanic: 3.73% Native Hawaiian or Other Pacific Islander: 0.00% White: 3.04% Two or More Races: 4.65% (2)	
Priority 6: School Climate - Expulsion Rate	2021-22 All Students: 0.39% (2) English Learner: 0.00% Foster Youth: 25.00 (1) Homeless: 0.00% Socioeconomically: 0.74% (2) Students with Disabilities: 0.81% (1) African American: 0.00% American Indian or Alaska Native: 0.00% Asian: 0.00% Filipino: 0.00% Hispanic: 1.85% (2) Native Hawaiian or Other Pacific Islander: 0.00% White: 0.00% Two or More Races: 0.00%	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2021-22 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 76.26% English Learner: 84.44% Foster Youth: 0.00% Homeless: 73.81% Socioeconomically: 74.86% Students with Disabilities: 74.40% African American: 70.83% American Indian or Alaska Native: 58.33% Asian: 73.33% Filipino: 100.00% Hispanic: 82.46% Native Hawaiian or Other Pacific Islander: N/A White: 74.36% Two or More Races: 75.76%	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Planned Strategies/Activities

Strategy/Activity 1

Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:

- * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)
- * Elementary Out of School Suspension Alternatives (e.g. Reset program)
- * Alternative Education Supplemental Staffing

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	728,925
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	830,988
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

1,264,109

Source

LCFF - District Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

1. Teachers digitized assignments to help support students who were out on quarantine or absent. Most teachers used the Google Classroom platform. When not using the google platform teacher embedded the assignment in Aeries Gradebook.
2. During the 2021- 2022, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.
3. Teachers participated in professional development around high impact teaching practices particularly around AVID WICOR Strategies, Cultural Biases, and Trauma.
4. Teachers had monthly professional staff development meetings where teachers shared strategies they used in the classroom around WICOR - Writing, Inquiry, Collaboration, Organization, and Reading. Teachers were able to take part in regular professional development to support their teaching skills. By focusing on WICOR we were able to provide a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels.
5. Staff Newsletters highlighted a new WICOR teaching strategy each week. Staff Newsletters highlighted a teacher and the student activity that was around WICOR.
6. Teachers will be trained in PBIS: MTSS tier one behavioral and social-emotional support subsection

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	100% of teachers are teaching within their credential
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Marsh received a "good" on the FIT
State Priority 1: Basic Instructional Materials	Marsh classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	Marsh classrooms have sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	Marsh will maintain a 1:1 device to student ratio for their chromebooks. Marsh students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Marsh maintained a 1: 1 device to student ratio for chromebooks. In addition hot spots were distributed to families in need. Marsh Junior students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Marsh will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments Professional development was offered to teaching staff around online teaching and online platforms.		
Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning	Teachers post assignments in google classroom or attached in Google Gradebook for studnets who are quarentined and off site in a quarentine.	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
		Renaissance Place, iReady (Total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	Renaissance Place, iReady (Total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 121,000
		Educational Software (total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000	Educational Software (total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000
		Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
		Restricted Lottery Textbook Fund 4000-4999: Books And Supplies LCFF - District Supplemental 725,000	Restricted Lottery Textbook Fund 4000-4999: Books And Supplies Lottery 725,000
Marsh will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.	Completed	MandO 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000	MandO 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Marsh will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.	Completed	IT Support Staff - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 385,000	IT Support Staff - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 296,692
Marsh will provide Library/Media services.	Completed	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,091,168
		Add additional hour per day to Library Media Assistant 2000-2999: Classified Personnel Salaries LCFF - Site Supplemental	
		SEL Curriculum 4000-4999: Books And Supplies Title I - Site 3,000	
		Trauma Training 5000-5999: Services And Other Operating Expenditures Title II - Site 3,000	
		PBIS Training 5000-5999: Services And Other Operating Expenditures LCAP Supplemental 5,000	
SEL Curriculum - Varsity Blue	Curriculum		
Matt Reddham Trauma Education	Training		
PBIS Training	Training		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Marsh Junior High School Annual Review Goal 1:

1. By June 1, 2022 Marsh Teachers will have digitized assignments to help support students who were out on a quarantine or absent. Most teachers used the Google Classroom platform. When not using the google platform teacher embedded the assignment in Aeries Gradebook.

2. Teachers participated in professional development around AVID WICOR Strategies, Cultural Biases, PBIS, MTSS, and Trauma. All staff participated in one hour professional development around these areas on the following dates: Sept. 21, Oct. 19th, Nov. 16th, Jan. 18th, Feb. 15th, March 22, April 19th, May 17th.

3. Teachers had monthly professional staff development meetings where teachers shared strategies they used in the classroom around WICOR - Writing, Inquiry, Collaboration, Organization, and Reading. Teachers were able to take part in regular professional development to support their teaching skills. By focusing on WICOR we were able to provide a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels. Please see the Professional Development dates listed above.

4. Staff Newsletters highlighted a new WICOR teaching strategy each week. Staff Newsletters highlighted a teacher and the student activity that was around WICOR.

5. Teachers will be trained in PBIS: MTSS tier one behavioral and social-emotional support subsection

6. During the 2021- 2022, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1. By June 1, 2022 Marsh Teachers will have digitized assignments to help support students who were out on a quarantine or absent. Most teachers used the Google Classroom platform. When not using the google platform teacher embedded the assignment in Aeries Gradebook.

- Students who were out on a home quarantine or absent were able to access their assignments through Google Classroom so that they did not fall significantly behind while they were out. We saw this reflected in a decrease in failing grades.

2, 3, 4. Teachers participated in professional development around AVID WICOR Strategies, Cultural Biases, PBIS, MTSS, and Trauma. All staff participated in one hour professional development around these areas on the following dates: Sept. 21, Oct. 19th, Nov. 16th, Jan. 18th, Feb. 15th, March 22, April 19th, May 17th.

- Teacher reflected on their own practices and how they may be showing cultural biases.
- Teachers learned about trauma and the effects it has on our students.
- Teachers started using more WICOR strategies in the classroom, fostering consistent Writing, Inquiry, Collaboration, Organization and Reading strategies across the campus. Teachers had more collaboration around strategies and how they were used in different class settings. There was more cross curriculum collaboration. For example, History incorporated English writing skills into their lessons. Art elective courses supported deeper understanding of concepts by collaborating on projects related to what students were learning in History.

5. Teachers will be trained in PBIS: MTSS tier one behavioral and social-emotional support subsection

- teacher shared expectations videos with all students.
- Teachers rewarded students with Gator Bucks for showing respect, responsibility, and safety.
- Students needing additional support were placed on a Tier II Check In Check Out with counseling or Administration Team

6. During the 2021- 2022, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.

- All students had access to a functioning chromebook. When the Chromebook was in need of repair or charging there was support available in the Marsh library.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Marsh Junior High School will continue these goals for the 2022-2023 school year.

1. MJHS students and staff will have access to curriculum, instructional materials and technology to support student achievement.

2. By June 1, 2023, certificated staff will have participated in monthly professional learning workshops targeting High Impact Practices/WICOR/ Writing and Reading across the curriculum, Social Emotional Learning, Inclusive Practices, Restorative Circles, and PBIS. We will continue to promote WiCOR strategies in the classroom. Our focus will become more directly aligned to the Reading and Writing across the curriculum focus.

3. During the 2022- 2023, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Marsh will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

Marsh Site Goals:

1. By June 1, 2022, English and Math will continue to refine, administer, and analyze the results of at least three common assessments per grade level.
2. By June 1, 2022 Science and History will refine, administer, and analyze a common writing assessment per semester that addresses CAASPP Writing and Reading Standards
3. By June 1, 2022 PE and Electives will create and administer 1 common assessment tied to CAASPP Writing and Reading Standards

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Grades 6-8 implemented and continued to refine as assessment plan focuses on ELA and Math.	
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation tool	Continued implementation of standards. ELD Coaches will continue to monitor ELD standards being implemented during the instructional day.	
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	More than 85% of MJHS teachers attend one or more CSCS training in Math, English Language Arts, English Language Arts, ELD, and the and/or NGSS.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC).	Completed	District Leadership Council Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 395,495
		Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel	Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries Title I - District 116,000	Salaries Title I - District 120,634
		DLC Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title II - District 101,000	DLC Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title II - District 101,000
		Teacher Professional Development 1000- 1999: Certificated Personnel Salaries Title II - District 430,000	Teacher Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 430,000
		Technology Professional Development 1000- 1999: Certificated Personnel Salaries Title II - District 99,000	Technology Professional Development 1000-1999: Certificated Personnel Salaries Title II - District 99,000
		English Language Development (ELD) TOSAs 1000-1999: Certificated Personnel Salaries Title III 140,000	English Language Development (ELD) TOSAs 1000-1999: Certificated Personnel Salaries Title III 0
All staff will use Wednesday Collaboration Time to address Learner Outcomes. Monitor the ELD standards in the instructional day across a variety of subject areas. Math teachers will use Collaboration Time to develop common assessments English teachers will use Collaboration Time to develop horizontal articulation (pacing, assessments) Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE (G- Suite).	Completed	Collaboration Days- No Funding Needed	Collaboration Days- No Funding Needed
		Site PD Opportunity Summer Collaboration 1000-1999: Certificated Personnel Salaries Title II - Site 5,000	Site PD Opportunity Summer Collaboration 1000-1999: Certificated Personnel Salaries Title II - Site 5,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year.			
Continue to refine district common assessments in English, and Math (all courses).	Completed	TOSAs (Total District Cost) See Goal 3	TOSAs (Total District Cost) See Goal 3
DLC teacher will meet with Math and English teachers to analyze data from common assessments.	Completed		
Interested teachers will participate in long-term professional development opportunities	Completed	<p>Site PD After School- PD PLCs Summer - PD/Collaboration Peer- Observation Conferences</p> <p>1000-1999: Certificated Personnel Salaries Title II - Site 5,000</p> <p>Interested teacher will participate in long -term professional development opportunities. This includes sending teachers/Administration to AVID summer institute and New teacher WEB training. 1000-1999: Certificated Personnel Salaries Title II - Site 8,319</p>	<p>Site PD After School- PD PLCs Summer - PD/Collaboration Peer- Observation Conferences 1000-1999: Certificated Personnel Salaries Title II - Site 5,000</p> <p>Interested teacher will participate in long -term professional development opportunities. This includes sending teachers/Administration to AVID summer institute and New teacher WEB training. 1000-1999: Certificated Personnel Salaries Title II - Site 8,319</p>
Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)	Completed	iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 121,000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

By June 1, English and Math refined and administered 3 common assessments. Teachers used Wednesday collaboration to discuss these results and analyze learner outcomes.

By June 1, Science and History created a common writing assessment that aligned with the CAASPP writing assessment. Departments were given release time through title II to analyze and refine goals for the future.

By June 1, PE and elective courses created and administered a common assessment related to the CAASPP reading and writing standards.

All staff used Wednesday Collaboration Time to address Learner Outcomes. Staff used these Wednesday's to look at data and refine their common assessments. In addition Wednesday collaboration was also used to support teachers in training around SBAC and Interim assessment.

The DLC teacher met with Math and English teachers to analyze data from common assessments. Information from these assessments were used for future placement in courses. The DLC teacher also had time at staff meetings to discuss district initiatives and support for English and Math.

Staff utilized district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR) . Staff used district benchmark data to determine which students may be in need of intervention in ELA , Math or Academic interventions. The SBIT team would then meet to discuss this information on Wednesday morning during collaboration and put interventions in place for students. In addition the team used this data to determine accelerated and honors courses for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

By June 1, English and Math refined and administered 3 common assessments. By June 1, Science and History created a common writing assessment that aligned with the CAASPP writing assessment. By June 1, PE and elective courses created and administered a common assessment related to the CAASPP reading and writing standards. While this was administered and the goals were met, the true data outcome will come from the CAASPP assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No changes/differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SSC is in support of continuing this goal.

By June 1, 2023 English and Math will continue to refine, administer, and analyze the results of at least three common assessments per grade level.

By June 1, 2023 Science and History will refine, administer, and analyze 1 common writing assessment per semester that addresses CAASPP Writing and Reading Standards

By June 1, 2023 PE and elective courses created and administered a common assessment related to the CAASPP reading and writing standards.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

District Goal: Increase overall student achievement in English Language Arts and Mathematics. Marsh teachers will utilize the NGSS curriculum to support high levels of student achievement in science.

Marsh Junior High school:

1. Marsh Junior High School 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.
2. Marsh Junior High school 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.
3. Marsh Junior High School 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard change in ELA.	Needs to improve	Testing resumed April, 2022
State Dashboard change in Math	Needs to improve	Testing resumed April, 2022

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement an Early Warning System to identify and support students in danger of not graduating.	Completed	Secondary Counselors (Total Cost for all Secondary Sites) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,750,000	Secondary Counselors (Total Cost for all Secondary Sites) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,842,721
<ul style="list-style-type: none"> • Hold weekly SBIT meetings with Admin, counseling, school psych, TCM and teachers to help identify and provide interventions for students. • Implement three Intensive Response to Intervention (IRI) classes. 	Completed	Site Allocated Intervention/Instruction (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000 ELD Training 1000-1999: Certificated Personnel Salaries Title II - Site 1,000 Academic support class LCFF - District Supplemental (.6) Kyle Gunderson 1000-1999: Certificated	Site Allocated Intervention/Instruction (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000 ELD Training 1000-1999: Certificated Personnel Salaries Title II - Site 1,000 (.6) Kyle Gunderson 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement an additional ELD class so that classes can be leveled by skill level. Implement targeted ELA intervention for students that scored below grade level on STAR. (2 Language Live Elective Classes) Implement Saturday Academy to support students academic success. Implement summer credit recovery program Continue to implement PBIS I and II Lunch detention support staff and classroom. 		<p>Personnel Salaries LCFF - Site Supplemental 36,000</p> <p>(.2) Nick Sfarzo 1000-1999: Certificated Personnel Salaries Site LCAP 14,361</p> <p>Lunch Detention Support 2000-2999: Classified Personnel Salaries Site LCAP 5,000</p> <ul style="list-style-type: none"> Implement targeted math and ELA intervention for students that scored 1's and 2's on the SABC. .6) IRI class Implement summer credit recovery program <p>1000-1999: Certificated Personnel Salaries Grant Funding 38,000</p>	<p>Personnel Salaries Site LCAP 36,000</p> <p>(.2) Nick Sfarzo 1000-1999: Certificated Personnel Salaries Site LCAP 14,361</p> <p>Lunch Detention Support 2000-2999: Classified Personnel Salaries Site LCAP 5,000</p> <ul style="list-style-type: none"> Implement targeted math and ELA intervention for students that scored 1's and 2's on the SABC. .6) IRI class Implement summer credit recovery program <p>1000-1999: Certificated Personnel Salaries Grant Funding 38,000</p>
<ul style="list-style-type: none"> Counseling Staff will conduct intervention conferences with all struggling students each semester Provide IA Bilingual to support ELD program 		<p>Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000</p>	<p>Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 401,938</p>
<ul style="list-style-type: none"> Extend Homework Jam Support to 		<p>Certificated Staff to teach (.6) IRI Academic Support Class 1000-1999: Certificated</p>	<p>Certificated Staff to teach (.6) IRI Academic Support Class 1000-1999: Certificated</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Monday - Friday 3:00 - 5:00</p> <ul style="list-style-type: none"> Continue Saturday Academy to support students with attendance and failing grades 		Personnel Salaries Title I - Site 44,154	Personnel Salaries Title I - Site 44,154
		Academic supplies and materials for student in need. 0000: Unrestricted Title I - Site 5,846	Academic supplies and materials for student in need. 0000: Unrestricted Title I - Site 5,846
		Certificated staff to teach (.2) ELD 1000-1999: Certificated Personnel Salaries Site LCAP 14,361	Certificated staff to teach (.2) ELD 1000-1999: Certificated Personnel Salaries Site LCAP 14,361
		Credit Recovery Summer Program/Early Back Boot Camp 1000-1999: Certificated Personnel Salaries Grant Funding 10,000	Credit Recovery Summer Program/Early Back Boot Camp 1000-1999: Certificated Personnel Salaries Grant Funding 10,000
		Targeted Math and ELA Intervention 1000-1999: Certificated Personnel Salaries Grant Funding 13,320	Targeted Math and ELA Intervention 1000-1999: Certificated Personnel Salaries Grant Funding 13,320
		Homework Jam: Monday - Friday 2000-2999: Classified Personnel Salaries Site LCAP 12,000	Homework Jam: Monday - Friday 2000-2999: Classified Personnel Salaries Site LCAP 12,000
		(.6) IRI Teacher 1000-1999: Certificated Personnel Salaries Site LCAP 44,154	(.6) IRI Teacher 1000-1999: Certificated Personnel Salaries Site LCAP 44,154
		(.2) ELD Teacher 1000-1999: Certificated Personnel Salaries 14361	(.2) ELD Teacher 1000-1999: Certificated Personnel Salaries 14361
		(.2) Language Live Teacher 32,407	(.2) Language Live Teacher 32,407
Marsh hired (.6) IRI teacher to support academic needs of students who were falling credit deficient.	Support for students who were falling credit deficient. Students took IRI academic support in place of their elective class.	Language Live Curriculum 4000-4999: Books And Supplies Title I - Site 9,920	Language Live Curriculum 4000-4999: Books And Supplies Title I - Site 9,920
		Saturday School Teachers 1000-1999: Certificated Personnel Salaries Title I - Site 3000	Saturday School Teachers 1000-1999: Certificated Personnel Salaries Title I - Site 3000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		(.4) Math Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 13,320	(.4) Math Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 13,320
Marsh hired (.2) ELD Teacher	Support for ELD students at varying language development.		
Marsh Hired (.2) Language Live Teacher	Support Students reading skills. This class was in place of a students elective.		
Marsh purchased the Language Live Curriculum	ELA support curriculum		
Saturday School Teachers	Academic Support		
(.4) Targeted Math Intervention Teacher	Math support for students. This class is in place of their elective.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Marsh Junior High school:

1. Marsh Junior High School 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.
2. Marsh Junior High school 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.
3. Marsh Junior High School 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.

Marsh Junior High school:

1. Marsh Junior High School 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 Implemented a lunchtime program called Center for Success to help support students that were out of quarantine and needing support to get caught up.
 - Marsh hired an intervention coordinator out of Title I to help track students' data, and implement interventions when needed for academics.
 - Marsh implemented Saturday academies (8 times per semester aligned with grading periods) to support students' academics.
 - Marsh implemented an afterschool program through ESSER funds to support students' academic needs.
 - Marsh implemented 3 sections of IRI/Academic Support class.
2. Marsh Junior High school 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 implemented two sections of co-taught English.
 - Marsh implemented two sections of Language Live through Title I funds. Students who scored a 1 or 2 on 19-20 SBAC, or had STAR scores showing they needed intervention were considered and placed in this intervention.
 - Marsh Implemented Lexia Power Up ELA intervention in English Classes.

- Marsh implemented 2 sections of Math tutoring. Students who scored a 1 or 2 on 19-20 SBAC were considered and placed in this intervention.
- Marsh implemented a drop in Math support after school Monday - Thursday from 2:45 - 4:15.
- Marsh Implemented IXL Math intervention curriculum in the Math Tutoring elective.

3. Marsh Junior High School 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.

- Marsh implemented an additional section of ELD through LCAP funds to best support our ELD student levels.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Marsh Junior High school:

1. Marsh Junior High School 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 saw a consistent decline in students receiving one or more F's, 2 or more F's, and total F's from the first progress report to the end of semester. Please see the data below.

1st Semester: 9/21/21 = Total F = 185, One F = 115, Two or More F = 42

At semester 12/17/21 = Total F 91, One F = 64, Two or more F = 20

Decline of 49% total F's, 55% one F, 48% two or more F's

2nd Semester: 1/18/22 = Total F = 211, one F = 144, Two or more F = 46

Current Data as of 5/2/22 = Total F = 89, one F = 60, two or more F = 21

Decline of 42% total F's, 42% one F, 46% two or more F's

2. Marsh Junior High school 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 Lexia Power Up showed positive growth in students understanding of words study, grammar, and comprehension in all grade levels.

6th Grade Word Study Movement into Intermediate or Advanced = 22%

7th Grade Word Study Movement into Intermediate or Advanced = 14%

8th Grade Word Study Movement into Intermediate or Advanced = 14%

6th Grade Grammar Movement into Intermediate or Advanced = 9%

7th Grade Grammar Movement into Intermediate or Advanced = 6%

8th Grade Grammar Movement into Intermediate or Advanced = 4%

6th Grade Comprehension Movement into Intermediate or Advanced = 19%

7th Grade Comprehension Movement into Intermediate or Advanced = 16%

8th Grade Comprehension Movement into Intermediate or Advanced = 10%

- The Math IXL Data showed positive growth in most students.
- The true indication of growth in this area will be measured with the SBAC.

3. Marsh Junior High School 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.

- The true indication of growth in this area will be measured with the SBAC.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No Difference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue the following goals at Marsh Junior High school:

1. Marsh Junior High School 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.
2. Marsh Junior High school 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.
3. Marsh Junior High School 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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

District Goal: Continuously seek ways to provide opportunities for meaningful parent involvement and input.

Marsh Junior High Goals:

1. Marsh Junior High School teachers will have teachers update Aeries Gradebook in a timely manner.
2. Marsh Junior High school teachers will have 90% or more of the parents signed up with Aeries portal accounts.
3. Marsh Junior High school teachers will have 90% or more of the students signed up with Aeries portal accounts.
4. Marsh Junior high school will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar.
5. SSC agendas and Minutes will also be posted to the Marsh Junior High School Website.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager	Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.	2021-22 Targeted Case Manager Contacts by Percentage and (Contacts per Student) All Students: 14.08% (0.37) English Learner: 46.15% (1.27) Foster Youth: 50.00% (0.75) Homeless: 75.00% (3.19) Socioeconomically: 21.84% (0.62) Students with Disabilities: 22.95% (0.53) African American: 30.00% (0.35) American Indian or Alaska Native: 10.00% (0.40) Asian: 18.75% (0.35) Filipino: 25.00% (0.25) Hispanic: 26.09% (0.77) Native Hawaiian or Other Pacific Islander: 80.00% (2.00) White: 8.26% (0.23) Two or More Races: 14.29% (0.38)
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Marsh Social Media	Parent engagement with Marsh social media will increase from baseline level.	
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement.	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Completed		
Continue to employ Targeted Case Manager (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed	Completed	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 597,419
<ul style="list-style-type: none"> • Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school • Begin discussions of requiring Aeries usage in Instructional Council • Survey student and staff groups to identify additional activities 	Completed	No Funding Needed	No Funding Needed
Communication with all parents via Aeries Communication. Training parents in multiple languages on how to use Aeries. Communication with parents to gain parent input and	Completed	No Funding Needed	No Funding Needed

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
involvement in school activities.			
Hold Family and Community Events on Site	Completed		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Marsh Junior High Goals:

- Marsh Junior High School teachers will have teachers update Aeries Gradebook in a timely manner.
 - 90% of teacher update their gradebook biweekly.
- Marsh Junior High school teachers will have 90% or more of the parents signed up with Aeries portal accounts.
 - 94% of parents are signed up for Parent portal.
- Marsh Junior High school teachers will have 90% or more of the students signed up with Aeries portal accounts.
 - 96% of studnets are signed up with a Aeries portal account. Some studnets that are in SPED clases do not have access to Aeries.
- Marsh Junior high school will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar.
 - All dates are posted to the webiste, and are posted in the calendar. We are also using the weekly Marsh Newsletter to post upcoming events.
- SSC agendas and Minutes will also be posted to the Marsh Junior High School Website.
 - All SSC agendas and minutes have been posted to teh Marsh Junior High School Website.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Marsh Junior High School teachers will have teachers update Aeries Gradebook in a timely manner.
 - 90% of teacher update their gradebook biweekly. This was challenging with the return from everything being in Google classroom. Often studnets would have the assignment showing completed in Google classroom, but they were not instantly updated in Aeries. This presented some confusion for families.
- Marsh Junior High school teachers will have 90% or more of the parents signed up with Aeries portal accounts.
 - 94% of parents are signed up for Parent portal. However, some parents do not get onto Aeries regularly. We will be working with families to select that Aeries send weekly grade reports.
- Marsh Junior High school teachers will have 90% or more of the students signed up with Aeries portal accounts.
 - 96% of studnets are signed up with a Aeries portal account. Some studnets that are in SPED clases do not have access to Aeries.
- Marsh Junior high school will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar.
 - While all dates are posted to the webiste, newsletter , and are posted in the calendar we did not have strong representation at some of these meetings. I feel this was due to COVID restrictions.
- SSC agendas and Minutes will also be posted to the Marsh Junior High School Website.
 - All SSC agendas and minutes have been posted to teh Marsh Junior High School Website. We had a consistant turnout to the meetings.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Marsh will continue with the following goals for the 22-23 school year.

Marsh Junior High Goals:

1. Marsh Junior High School teachers will have teachers update Aeries Gradebook in a timely manner.
2. Marsh Junior High school teachers will have 90% or more of the parents signed up with Aeries portal accounts.
 - we will be implementing that "parents will also be signed up to receive weekly grade reports".
3. Marsh Junior High school teachers will have 90% or more of the students signed up with Aeries portal accounts.
4. Marsh Junior high school will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar.
5. SSC agendas and Minutes will also be posted to the Marsh Junior High School Website.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

District Goal: All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

Marsh Junior High School Goal:

1. Marsh Juniro High school will reduce Chronic Absenteeism by 2% annually.
2. Marsh Junior High school will maintain a 96% or better ADA.
3. Marsh Junior High school will Incorporate Social Emotional Learning strategies in our school wide through our weekly marsh newsletter.
4. Reduce Suspension Rate by 3% compared to the suspension rate from the 18-19 school year.
5. Create an Equity Alliance team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or higher.	2021-22 All Students: 92.47% English Learner: 93.91% Foster Youth: 79.76% Homeless: 84.54% Socioeconomically: 91.01% Students with Disabilities: 85.96% African American: 86.55% American Indian or Alaska Native: 93.23% Asian: 95.68% Filipino: 99.59% Hispanic: 91.49% Native Hawaiian or Other Pacific Islander: 86.90% White: 92.68% Two or More Races: 91.34%
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Decrease the chronic absenteeism rate by 2%.	2021-22 All Students: 23.10% English Learner: 15.38% (4) Foster Youth: 75.00% (3) Homeless: 42.42% Socioeconomically: 29.31% Students with Disabilities: 45.90% African American: 40.00% (8) American Indian or Alaska Native: 10.00% Asian: 6.25% Filipino: 0.00% Hispanic: 28.40% Native Hawaiian or Other Pacific Islander: 60.00% (3) White: 22.61% Two or More Races: 23.81% (10)

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 6: School Climate Suspension Rate	Reduce Suspension Rate by 3% compared to the suspension rate from the 18-19 school year.	2021-22 All Students: 3.35% English Learner: 0.00% Foster Youth: 50.00% (1) Homeless: 3.13% (2) Socioeconomically: 5.94% Students with Disabilities: 10.66% African American: 5.00% (1) American Indian or Alaska Native: 10.00% (1) Asian: 2.08% (1) Filipino: 0.00% Hispanic: 3.73% Native Hawaiian or Other Pacific Islander: 0.00% White: 3.04% Two or More Races: 4.65% (2)
Priority 6: School Climate Parent Survey	To gain parent information into priorities they feel are needed at school	
Priority 6: Local Indicator/Local tool for school climate PBIS		

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Professional Development	Completed	Positive Behavior Intervention Supports (PBIS) training and meetings WEB Training AVID Training 1000-1999: Certificated Personnel Salaries Title II - Site 8,319	Positive Behavior Intervention Supports (PBIS) training and meetings WEB Training AVID Training 1000-1999: Certificated Personnel Salaries Title II - Site 8,319
CUSD will support student needs by employing the following staff: <ul style="list-style-type: none"> Nurses Targeted Case Manager Counselor Assistant School Counselor 	Completed	Nurses, Health Assistants, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000 MNI (Total District Cost) 1000-1999: Certificated Personnel Salaries	Nurses, Health Assistants, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 842,707 MNI (Total District Cost) 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Health Assistants Provide MNI Services as needed 		LCFF - District Supplemental 200,000	LCFF - District Supplemental 125,906
Off campus suspension program - ISS at AFC	Completed	ISS costs at AFC 1000-1999: Certificated Personnel Salaries Site LCAP 9,145	ISS costs at AFC 1000-1999: Certificated Personnel Salaries Site LCAP 9,145
Employ campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess) Maintain walkie-talkie radios and ensure that all staff carry them at all times	Completed	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000 Supervision/Radios/Safety Equipment/Repairs 0000: Unrestricted Safe Schools 7,000	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,319,065 Supervision/Radios/Safety Equipment/Repairs 0000: Unrestricted Safe Schools 7,000
Not applicable		Anti - Bully Program/Presentation Site LCAP 6,000 WEB - 6th Grade Orientation Day supplies Site LCAP 2,000	Anti - Bully Program/Presentation Site LCAP 6,000 WEB - 6th Grade Orientation Day supplies Site LCAP 2,000
Provide numerous sports opportunities	Completed	Noon Leagues Safe Schools 2,000	Noon Leagues Safe Schools 2,000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Marsh Junior High School Goal:

- Marsh Junior High school will reduce Chronic Absenteeism by 2% annually.
 - Marsh utilized our TCM, WEB, PBIS, counseling, and our intervention specialist to create home to school connection and support this goal. In the 19-20 school year we had an 96% average attendance rate across all grade levels. This year that rate dropped to around 92% attendance rate. We did not meet this goal due to absences related to COVID -19.
- Marsh Junior High school will maintain a 96% or better ADA.
 - Please see answer above in #1
- Marsh Junior High school will Incorporate Social Emotional Learning strategies in our school wide through our weekly marsh newsletter.
 - counseling implemented the SEL curriculum Varsity Blues this year with our students. Each week they pushed out an SEL message in our Marsh Newsletter. In addition we utilized the Gator Getaway to support students who needed to regulate prior to reentering a classroom setting. We also hosted school wide kindness challenges and leadership activities to support SEL. Counseling also ran lunchtime activities (sports and games) at lunch for students. These activities focused on developing students' social skills. counseling also

offered Tier II social groups around the Power of words, Image and Choice. Students were selected for these groups based on staff recommendations.

4. Reduce Suspension Rate by 3% compared to the suspension rate from the 18-19 school year.
 - we continued our PBIS practices. This included operating our Gator Shack 2x a week for positive rewards, positive behavior recognition in the newsletter, Check in check out meetings with Tier II students, holding ATC for students of concern, and holding weekly SBIT meetings to discuss students of concern.
5. Create an Equity Alliance team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021.
 - this was challenging through COVID. Marsh had an administrator step in as the equity lead this year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

It was very difficult to gauge the effectiveness of the strategies/ activities this school year. We had students and teachers absent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Marsh will continue to support the following goals in the 22-23 school year.

Marsh Junior High School Goal:

1. Marsh Juniro High school will reduce Chronic Absenteeism by 2% annually.
2. Marsh Junior High school will maintain a 96% or better ADA.
3. Marsh Junior High school will Incorporate Social Emotional Learning strategies in our school wide through our weekly marsh newsletter.
4. Reduce Suspension Rate by 3% compared to the suspension rate from the 18-19 school year.
5. Create an Equity Alliance team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	144,690
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	107,456,323

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	107,456,323
LCAP - District	12,566,794
LCAP - Site	62,927
Title I - District	158,664
Title I - Site	144,690
Title II - District	162,632
Title II - Site	12,231
Title III - District	83,889

Expenditures by Budget Reference

Budget Reference	Amount
(.6) IRI - Kyle Gunther - TITLE I SITE	44,154
Academic Supplies - TITLE I SITE	5,846
Conferences/Travel Exp/Release Time Professional Development - TITLE II SITE	5,000
Teacher Release Time - WEB, AVID, PBIS - TITLE II SITE	8,319
supervision/RAdios/Safety Equipment - SAFE SCHOOLS SITE	5,000
Noon League - SAFE SCHOOLS SITE	2,000
Targeted ELA and MATH Intervention - LPBG GRANT FUNDS	14,000
Academic Intervention Support and Materials - LPBG GRANT FUNDS	5,364
(.2) ELA Teacher - Erica Blaschke - LPBG GRANT FUNDS	\$23,265
(.2) ELA Teacher - Sean Stephens - LPBS GRANT FUNDS	\$17,615
(.2) Science Teacher - JEnnifer Alvarez - LPBS GRANT FUNDS	\$ 15,602
(.2) ELD Teachert - Nick Sfarzo - LCAP/LCFF SITE	\$ 14,361
Lunch Detention and Academic Support - LCAP/LCFF SITE	\$ 5,000
Homework Jam - LCAP/LCFF SITE	\$12,000
WEB supplies for incoming 6th Grade Orientation - LCAP/LCFF SITE	\$2,000
PBIS Support Staff - LCAP/LCFF SITE	\$ 5,000
Anti-Bully Program/Speaker - LCAP/LCFF SITE	\$6,000
Campus Supervision (Additional) - LCAP/LCFF SITE	\$3,000
Off Campus Suspension Program (AFC) - LCAP/LCFF SITE	\$9,145

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

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:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jessica Kamph	Principal
Tom Melton	Classroom Teacher
Erica Blaschke	Classroom Teacher
Deidra Anderson	Classroom Teacher
Amy De Luna	Other School Staff
Andrea Dempsey	Other School Staff
Jordan Colby	Parent or Community Member
Rocio French	Parent or Community Member
Jeana Payton	Parent or Community Member
Isabella Cummings	Secondary Student
Brooke Muff	Secondary Student
Hayden Henning	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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 School 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:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

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 May 18, 2022.

Attested:



Principal, Jessica Kamph on 5/18/22



SSC Chairperson, Jeana Peyton on 5/18/22

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program