PASADENA UNIFIED SCHOOL DISTRICT

SCHOOL ACCOUNTABILITY PLAN
2017-2018

-The Single Plan for Student Achievement

Marshall Fundamental Secondary School

19-64881-1931674
CDS Code

Date of this revision: 04/12/2017

The Single Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that based on analysis of quantifiable and qualitative data will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

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

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The District Governing Board approved this revision of the School Plan on .

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2017-2018

School Vision and Mission
Vision Statement
Soaring to success!

Mission Statement
The mission of Marshall Fundamental Secondary School, a diverse educational community, is to graduate students who are empowered to think critically, to act responsibly, and to take on challenges through a system distinguished by instruction that is both rigorous and engaging and a culture that invites and embraces students and their families.

School Profile Description
Please include:
- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and

Marshall Fundamental Secondary School is one of few schools that offer grades 6-12 within the same educational site. Since 1973, when the school was reopened as a "fundamental" school, Marshall Fundamental has maintained an unwavering commitment to providing students with a firm, wide-ranging academic foundation on which to build a successful future. As a public school, Marshall maintains a unique relationship within Pasadena Unified School District. The school is a "permit-only" school and accepts students from a diverse geographical district. Students attending Marshall Fundamental reside in the Altadena, Pasadena, Sierra Madre and the unincorporated areas of Los Angeles. The demand to attend Marshall Fundamental has risen over the past few years.

In 2015-2016, with 1989 students (81 Special Day Class] coming from varying backgrounds, cultures, socio-ecomonic groups, and academic profiles, our school's ultimate strength lies in its ability to offer a diverse array of programs, services and instructional methodologies to meet the needs of all students. Our current diversity breakdown is 60% Hispanic, 20% White not of Hispanic origin, 10% African American, 4% Asian, and 6% mixed race or other. 59% of the student population is enrolled in the Free and Reduced Lunch Program.

Students participate in a full comprehensive athletic program and a strong Associated Student Body [ASB] program that includes 52 clubs and organizations. In addition to a Learns program that serves 160 Middle School students and 225 high school students after school, Marshall has an athletics program for Middle School students.

Marshall Fundamental currently maintains a staff of 79 teachers. 65 teachers teach general ed (65.6 FTE) of which all are fully credentialed. 12 teachers teach special ed classes, including 1 teacher who teaches 2 periods of adaptive PE. 3 teachers are funded through CTE and are fully credentialed. Marshall also maintains 1 librarian, 1 school nurse, 4.4 counselors and an additional counselor for 500 hours a year, 1 principal, and 3 assistant principals. Marshall offers a variety of courses that incorporate the varying academic needs of students. Courses are layered to provide intervention and strategic instruction in literacy and math; as well as AP Prep and Advanced Placement. GATE students are identified at the 6th grade level and are incorporated into classes that provide enrichment through either AP Prep or Advanced Placement. Marshall Fundamental employs 1 LDRTs that works with ELL students, CELDT testing, site instructional leadership, and serves as liaison to the ELAC parent group. Marshall also employs 23 instructional aides, 4 security officers, a LEARNs coordinator, 6.5 custodians, 10 clerical staff, and 3 hourly employees.

Marshall Fundamental maintains a focused coalition of parents in the ELAC, PTSA, AAPC (African-American Parent Council), Music Boosters, and Athletic Boosters. In addition, the SSC retains its strength in providing vision and focus regarding implementation of SPSA targets and the expenditures of funds. These coalitions provide the foundation or our parent community outreach, which is then supplemented by weekly phone and email blasts, Marshall website https://www.pusd.us/marshall, Constant Contact, and Blackboard Connect, a phone outreach program. In addition to a Parent Volunteer Coordinator, who assists in bringing parents into the school, and lead the parent-learning component of the EPSTEIN Model, the SSC has been instrumental in providing strong academic assistance through funding of programs such as Accelerated Reader and ALEKS, personnel support for the ELL students, and security cameras on campus. Marshall is completing the third year of the Academy for Creative Industries (ACI) building upon the already large and successful program. The first year only 9th graders were officially part of the Academy; and the second year included both 9th and 10th graders with the plan to add a new grade each year. Currently, ACI is in its 3rd year.

Marshall has 1 computer labs for students with a total of 28 computers and an additional 51 computers in the library. Wireless Internet has been installed across campus. The robotics classroom has 40 laptops in a cart and the journalism class has 10 laptops and cameras. Additionally, Marshall has 1869 Chrome Books in 47 mobile carts that bring computers into each class; and, each teacher has a Chrome Book. The library has student computers and a computer lab, a textbook room with expandable shelving and additional teacher workspace. Renovations of the athletic facilities are nearly complete. 8 bungalow classrooms were removed from campus, 6 tennis courts were installed, and a new gym facility which includes 4 new classrooms, a weight room, and a gym to seat over 1000 guests is open. The locker rooms and old gym have been renovated and updated.

Over the past few years the enrollment at Marshall Fundamental has increased by approximately 100 students. This is due to Marshall opening up more permits than in previous years.

Marshall maintains a cohort graduation rate above 95% over the past several years. The cohort is the group of students who begin in 9th grade and graduate within 4 years. Marshall continues its open access policy to Advanced Placement and pre-Advanced Placement classes to expose and engage students to rigorous curriculum aligned to college standards. Consequently the number of AP tests given at Marshall has significantly grown to almost 1000 tests in 2016. The passage rate has remained about constant with roughly one-third of all the tests taken being passed.

School Data for 2016-2017 School Year (Prior Year)

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	**%**		**15-16**	**16-17**
African American	194	9.6%	**Attendance %**	97.0%	
Asian	82	4.1%	**Truancy %**	27.9	
Hispanic/Latino	1,216	60.4%	**Suspensions**		
White	394	19.6%	**# of**	168	159
Multiple/No Response	11	0.6%	**# of individual students**	116	
Other	13	<1%%	**Referral for Expulsions**		
English Learner	169	8.42%	**# mandated**	0	0
Socio-Econ. Disadvantaged	1183	58.97%	**# permissive**	0	0
Special Education	210	10.47%			
Foster Youth	27	1.35%			
Total Enrollment:	2,014				

Reclassification

Target	15% increase
% of students who reclassified	9.93
% of students that moved up by 1+ levels	37.80

Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017

Area of Focus	Measurable Outcomes (Targets)
Math	Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible fore Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.
English Language Arts	Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible fore Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.
Closing the Gap- must include one indicator for EL	Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible fore Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.
Parent and Community Engagement	Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.
School Safety, Climate and Culture	Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.
School Selected*	Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.
Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE	Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible fore Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	PRIORITIES	CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE
Conditions for Learning	Basics **(B)**	• Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
	Implementation of CCSS **(CCSS)**	• Implementation of CCSS for all students, including EL's and students
	Course Access **(CA)**	• Student access and enrollment in a broad course of study that includes all of the subject areas
Student Outcomes	Student Achievement **(SA)**	• Performance on standardized tests • Score on API • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share f students that pass AP exams with 3 or higher • Share of students determined prepared for college as measure by the EAP
	Other Student Outcomes **(OSO)**	• Other indicators of student performance in required areas of study. May include performance on other exams
Engagement	Parent Involvement **(PI)**	• Efforts to seek parent input • Promotion of parental participation
	Student Engagement **(SE)**	• School attendance rates • Chronic absenteeism rates, • Middle and high school drop out rates • Graduation rates
	School Climate **(SC)**	• Student suspension rates • Student expulsion rates • Other local measures

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Area of Focus:
X Math (LCAP Goal 1)
  English Language Arts (LCAP Goal 1)
  Closing the Gap (LCAP Goal 1)
  Parent and Community Engagement (LCAP Goal 4)
	School Safety, Climate and Culture (LCAP Goal 3)
	  Graduation/College and Career Ready (LCAP Goal 1)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

Narrative:

SBAC performance during the 14-15 and 15-16 school years.
Overall Math for 6th grade: 43% of students were meets or exceeds in 14-15 and 45% in 15-16 (state average, 35%). In 7th grade: 27% were meets or exceeds in 14-15 and 35% in 15-16 (state average 36%). In 8th grade: 29% were meets or exceeds in 14-15 and 30% in 15-16 (state average 36%). In grade 11: 31% were meets or exceeds in 14-15 and 37% in 15-16 (state average 33%).

In the 2016-2017 school year the math department continued training with the district math on half day pull out sessions focusing on the transition to CCSS. Math and 6th grade teachers met biweekly for collaboration to analyze student growth. The math department continued the work in the Mathematics Vision Project (MVP) focusing on problems with real world application. The math department participated in the Transportation Innovation Project using spreadsheets to teach students to analyze data and write about their work. Math teachers also gave 2 writing assignments in math and teachers met together to calibrate the student grading. ALEKS licenses have been used to support Math 6, 7, 8, 1, 2, and College Algebra; reports indicate that most students moved up at least one grade level based on assessments. Depth of Knowledge (DOK) has been reviewed in Professional Development. Common Assessments have been developed and implemented at the 6th grade level.

Measurable Outcomes: LCAP metrics-schools can include additional

Increase the % of students scoring meets or exceeds on the SBAC Math assessment by 5 percentage points.
Increase the % of students scoring "college ready" on EAP Math by 5 percentage points.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
Marshall math faculty will master the intent and content of all CCSS and instructional shifts in mathematics on an ongoing basis.	Math department and 6th grade teachers will meet biweekly (including vertical teaming) to hold discussions and exchange of ideas and expertise to master the standards. Math teachers will incorporate blended learning, using direct teaching and technology to support student success.	The math department and 6th grade teachers will do collegial visits examining the Depth of Knowledge of each faculty member. By the end of the year each faculty member will be well versed in all relevant CCSS.				Throughout the 2017-2018 schoolyear.
Marshall math faculty will implement and evaluate the Scope & Sequence pacing guide provided by PUSD and based on CCSS	Daily incorporation of the CCSS into lessons per PUSD Scope & Sequence Chart. Each faculty member will keep an accurate calendar of class sessions and how long each new standard takes to be learned. Courses will offer common assessments based on CCSS and use data to calibrate and improve instruction. Teachers will participate in pull out days with district instructional coaches.	All math department faculty members and the department chair will be the lead teachers to collect data and share with the district about the PUSD Scope & Sequence Chart.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	5000 1200	Throughout the 2017-2018 schoolyear.
Each math course will administer common assessments and monthly cross-curricular writing assignments to measure the learning of math based on the	Teachers will use the new CCSS and follow the district provided Scope & Sequence Pacing Chart Teachers will develop	Teams will meet monthly by courses (algebra, geometry, CC Math 8, etc.) to measure CCSS progress on common assessments as well as common writing assignments				Throughout the 2017-2018 schoolyear

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
CCSS.	assessments based on CCSS and provide extended answers on the test (beyond multiple choice) that matches the Depth of Knowledge of CCSS				
All math students will need practice in CCSS problem solving and application.	CCSS strategies and pertinent assessments will be used to promote collaboration, more effective and fluent communication, higher level/critical thinking and more creative applications of key concepts to solve varied problems. Math classes will focus on math questions that will include all levels of DOK. Use of ALEKS as an assessment program to monitor student progress and provide feedback to students (3 year license purchased in 2016) Teachers will research and use other online assessment materials, such as the Kahn Academy.	Student progress will be assessed through math performance tasks in addition to other standard assessment tools. Students will be exposed to Smarter Balance assessments. Quarterly Common Assessments in all levels will be administered with students scoring an average of 70%. Over 85% of all students in ALEKS will achieve grade level by the end of the year.			Throughout the 2017-2018 school year

Planned Improvements in Student Performance – Target/Goal Page

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Area of Focus:	School Safety, Climate and Culture (LCAP Goal 3)

Math (LCAP Goal 1)
X English Language Arts (LCAP Goal 1)
  Closing the Gap (LCAP Goal 1)
  Parent and Community Engagement (LCAP Goal 4)
	Graduation/College and Career Ready (LCAP Goal 1)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

Narrative:

SBAC performance during the 14-15 and 15-16 school years.
Overall Literacy for 6th grade: 46% of students were meets or exceeds in 14-15 and 50% in 15-16 (state average, 43%). In 7th grade: 39% were meets or exceeds in 14-15 and 48% in 15-16 (state average 48%). In 8th grade: 44% were meets or exceeds in 14-15 and 49% in 15-16 (state average 48%). In grade 11: 68% were meets or exceeds in 14-15 and 76% in 15-16 (state average 59%).

Marshall has made the Marshall Writing Way and writing across the curriculum a focus of Professional Development, including a school wide grading of the Transportation Innovation Project. Social Studies gives timed writings based on documents. The science department continues to sue a common rubric. Sixth grade classes each gave a Narrative, Argument, DBQ, and Informative Essay writing assignment. The elective classes are using writing and vocabulary to strengthen the curriculum. In English classes students write Response to Literature, Argument, Informative, and Narrative Essays. Accelerated Reader was used as a monitoring and assessing tool for reading. TurnItIn.com was used to support writing and discourage plagiarism, beginning in January 2017. The English teachers have focused on evidence-based writing, thesis statements, and parenthetical citations to strengthen using evidence in writing. Two times a semester students incorporate writing from other content areas into their English class.

Measurable Outcomes: LCAP metrics-schools can include additional

- Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by 5 percentage points
- Increase the % of students scoring "college ready" on EAP ELA by 5 percentage points.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
With the advent of CCSS Marshall needs to increase writing in all classes in a variety of formats and continue with a common writing plan with consistency and expectations for all students, including EL and SWD.	Cross-curricular collaboration with a focus on writing; special emphasis will be given to SWD and EL

"Marshall Way" of writing implemented in all curricular areas

Professional Development pull out days in ELA, Science, Social Studies, and World Languages to emphasize writing using evidence in all curricular areas - 1 time each semester

Summer pullout sessions for planning and vertical alignment of ELA standards

Participation in PUSD initiative of Writing Workshops and teacher attendance and PUSD sponsored training on Writing Workshops - 4 teachers trained in summer | Similar components and tools will be used to measure writing in every class as outlined in the "Marshall Way."

During A-Monday meetings each department will discuss and analyze data on writing goals and provide work samples to assess student progress

Increase in writing in all curricular areas.

Observations will demonstrate increase in Writing Workshops to improve conversations and collaborations centered on writing | 1000-1999: Certificated Personnel Salaries

3000-3999: Employee Benefits

1000-1999: Certificated Personnel Salaries

3000-3999: Employee Benefits | LCFF - Base

LCFF - Base

LCFF - Base

LCFF - Base | 5000

1200

5000

1200 | Throughout the 2017-2018 schoolyear |
| Students, including SWD and EL, will be able to conduct research in a variety of areas and apply the research. Students will be able to analyze and distinguish between reliable and unreliable resources. | Schoolwide training by site librarian in resources available in the library for conducting academic research

Develop common rubrics and teachers calibrate grading against common rubrics.

Teachers create a | Student research conducted at least once a semester

Teachers participate in common grading of assignments for calibration | 4000-4999: Books And Supplies | LCFF - Base | 8,000 | Each semester of the 2017-2018 school year |

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?			When will we implement our strategy?
	comprehensive list of essays all students write at all grade levels. Online research databases available to students						
With the change in CCSS more emphasis and practice is needed on informational text and expository writing. The focus on raised rigor will include differentiation and support for EL and SWD	Common reading and writing assignments across grade levels. Students will be given informational text selections with primary and secondary sources for them to read, evaluate, and write about in all curricular areas. Writing and vocabulary instruction in all academic disciplines Use of Accelerated Reader and Accelerated Reader 360 to bring in nonfiction literacy in all curricular areas, grades 6-10 Use TurnItIn.com for student revisions and to monitor plagiarism	Daily writing. Formal writing assessments in all classes Consistent use of common ELD strategies such as sentence frames, sentence starters, synonyms. Total Physical Response (TPR) Right is Right (not accepting incomplete or half correct answers) All students will achieve 70% or better on writing assessments. Grades 6-10 will use Accelerated Reader and Accelerated Reacer 360 and grow one year in reading fluency based on pre-and post-tests. Decrease in student plagiarism, and improvement in final paper turned in due to feedback through TurnItIn.com	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Base LCFF - Base	20,000 15,000	Each quarter.
Science and Social studies will focus on literacy through CCSS, including Spec Ed teachers. This includes pairing	Document-based questions in all levels of history Timed writing Thesis practice	Social studies will use DBQ writing project in all classes and focus discussion and assessment among teachers					Throughout the 2017-2018 schoolyear

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
articles, short stories, novels, or primary documents that have a connection to the time period/topic being addressed in English class. Cross-curricular writing assignments will be connected to the readings	Narrative writing Everybody writes Focus on using evidence in writing Use of Accelerated Reader 360 in Science and Social Studies (grades 6-10) as a resource for nonfiction text	Science will use common rubrics and norm grading to collectively grade the responses and use the data to drive classroom instruction PE will use vocabulary instruction to support physical activity			

Planned Improvements in Student Performance – Target/Goal Page

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Area of Focus:
  Math (LCAP Goal 1)
  English Language Arts (LCAP Goal 1)
X Closing the Gap (LCAP Goal 1)
  Parent and Community Engagement (LCAP Goal 4)
	School Safety, Climate and Culture (LCAP Goal 3)
	  Graduation/College and Career Ready (LCAP Goal 1)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

Narrative:

Disaggregating the SBAC data by subgroups yields the following results:
Math:
6th grade students on Free/Reduced Meals (SES) grew from 28 to 31 percent meets or exceeds (state average 19%). 7th grade SES went from 18 to 17 percent meets or exceeds (state average 20%). 8th grade SES grew from 16 to 20 percent meets or exceeds(state average 21%). 11th grade SES grew from 22 to 30 percent meets or exceeds (state average 19%).
6th grade English Learners (EL) grew from 3 to 6 percent meets or exceeds (state average 6%). 7th grade EL grew from 5 to 6 percent meets or exceeds (state average 6%). 8th grade EL remained at 0 percent meets or exceeds (state average 6%). 11th grade EL has less than 10 students in this group thus too small to disaggregate.
6th grade Students with Disabilities (SWD) grew from 11 to 15 percent meets or exceeds (state average 8%). 7th grade SWD grew from 0 to 15 percent meets or exceeds (state average 8%). 8th grade SWD went from 4 to 3 percent meets or exceeds (state average 7%). 11th grade SWD grew from 0 to 11 percent meets or exceeds (state average 4%).
6th grade Black or African American students grew from 32 to 46 percent meets or exceeds (state average 16%). 7th grade Black or African American students went from 28 to 25 percent meets or exceeds (state average 16%). 8th grade Black or African American students grew from 20 to 36 percent meets or exceeds (state average 15%). 11th grade Black or African American students grew from 20 to 34 percent meets or exceeds (state average 14%).
6th grade Latino or Hispanic students grew from 31 to 33 percent proficient (state average 20%). 7th grade Latino or Hispanic students grew from 16 to 21 percent meets or exceeds standards (state average 21%). 8th grade Latino or Hispanic students grew from 16 to 17% (state average 20%). 11th grade Latino or Hispanic students grew from 24 to 29 percent meets or exceeds (state average 18%).
6th grade White students went from 69 to 68 percent meets or exceeds (state average 48%). 7th grade White students went from 55 to 51 percent meets or exceeds (state average 49%). 8th grade White students went from 53 to 50 percent meets or exceeds (state average 48%). 11th grade White students went from 60 to 53 percent meets or exceeds (state average 41%).

Literacy:
6th grade students on Free/Reduced Meals (SES) grew from 29 to 38 percent meets or exceeds (state average 30%). 7th grade SES grew from 25 to 29 percent meets or exceeds (state average 30%). 8th grade SES went from 41 to 37 percent meets or exceeds(state average 32%). 11th grade SES grew from 63 to 72 percent meets or exceeds (state average 45%).
6th grade English Learners (EL) remained 3 percent meets or exceeds (state average 8%). 7th grade EL remained 0 percent meets or exceeds (state average 5%). 8th grade EL went from 4 to 0 percent meets or exceeds (state average 5%). 11th grade EL has less than 10 students in this group thus too small to disaggregate.
6th grade Students with Disabilities (SWD) grew from 10 to 13 percent meets or exceeds (state average 10%). 7th grade SWD grew from 3 to 6 percent meets or exceeds (state

average 10%). 8th grade SWD went from 4 to 3 percent meets or exceeds (state average 9%). 11th grade SWD grew from 19 to 30 percent meets or exceeds (state average 14%). 6th grade Black or African American students grew from 37 to 58 percent meets or exceeds (state average 26%). 7th grade Black or African American students went from 37 to 35 percent meets or exceeds (state average 27%). 8th grade Black or African American students grew from 42 to 61 percent meets or exceeds (state average 29%). 11th grade Black or African American students grew from 56 to 70 percent meets or exceeds (state average 39%).

6th grade Latino or Hispanic students grew from 32 to 38 percent proficient (state average 30%). 7th grade Latino or Hispanic students grew from 25 to 35 percent meets or exceeds standards (state average 31%). 8th grade Latino or Hispanic students grew from 31 to 34% (state average 33%). 11th grade Latino or Hispanic students grew from 66 to 71 percent meets or exceeds (state average 46%).

6th grade White students went from 76 to 71 percent meets or exceeds (state average 59%). 7th grade White students grew from 70 to 72 percent meets or exceeds (state average 60%). 8th grade White students grew from 69 to 74 percent meets or exceeds (state average 61%). 11th grade White students grew from 77 to 85 percent meets or exceeds (state average 68%).

English Learners (EL's) at Marshall have been identified and appropriately placed in ELD classes. The main impediment to student classification is grades. However, there is also an identified need for improving their reading skills. As all EL's have demonstrated to be reading far below grade level.
In order to meet this goal, English Learners (EL's) at Marshall have been closely monitored and supported to meet the following criteria for reclassification:
Meet Language Development criteria on the CELDT
Demonstrate basic reading proficiency on the Scholastic Reading Inventory (SRI)
Maintain a grade of "C" or better in their ELA class.

All ELs were administered the CELDT test in October 2016.
All ELs have begun to take the SRI on a monthly basis as of December 2016.
The full-time English Learner Instructional Coach has worked closely with teachers, developing instructional practices that have proven to increase reading skills among ELs. From September through November, 2016, teachers participated in weekly collaborative trainings on site and in conjunction with district support and by visiting McKinley school to observe and develop the workshop model for ELD.
With the support of the school's Community Assistant, the Behavior Interventionist, and school Library staff, a Tutoring program has been established for Monday mornings with an emphasis on helping EL participants develop strong reading skills and vocabulary. The benefits of these tutoring opportunities have been explained to parents as the school partners with parents through conferences and at ELAC meetings.
In addition to the tutoring opportunities, strategic small reading groups have been formed with the support of the Assistant Principal, EL Coach, Behavior Interventionist and the school Community Assistant.
Thus,
% of students who have reclassified - First Semester: 15.2%
% of students who have moved up at least 1 CELDT level- 62.18%
The English proficiency of Long-term ELs. 93% of the LTEL's are at Intermediate, Early Advanced, or Advanced English Proficiency.

Measurable Outcomes: LCAP metrics-schools can include additional

- Increase the % of academically at-risk students scoring meets or exceeds on the SBAC ELA assessment by 5 percentage points
- Increase the % of academically at-risk students scoring meets or exceeds on the SBAC Math assessment by 5 percentage points.
- Increase the % of EL students progressing at least one level or achieving proficiency by 5 percentage points across three years.
- Increase the % of EL students achieving proficiency by 5 percentage points across three years.
- Increase % of English proficiency attainment among Long-term ELs by 5 percentage points.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
Identify long term English Learners and place them in adequate clusters or classes with EL support with a highly qualified teacher

Use the PUSD EL Master Plan to appropriate schedule all EL students into ELD classes to ensure all EL students (LTEL and new arrivals) all receive the necessary support

Most LTELs also have an IEP, support needed to improve language skills and address learning disability | Use the Master Schedule to provide classes that address the needs of the LTELs

Apply EL strategies to improve engagement and vocabulary growth that will target their listening, reading, writing, and communication skills (areas focused on CELDT)

Additional support for students with IEPs to improve on SRI to meet reclassification criteria

At least 1 Field Trip to support EL and their goals (PEF to provide bus) | LDRT will monitor all EL students throughout the school year to determine if students are meeting qualifications of reclassification, emphasizing those students who have been in the program the longest.

PUSD EL Master Plan and PUSD Academic Plan focusing on closing the achievement gap will be used as a guide and measuring tool of EL progress.

Provide a teacher dedicated to EL curriculum, 100%

LDRT provided by district funds

IEPs to include Language goal for EL students | 1000-1999: Certificated Personnel Salaries

3000-3999: Employee Benefits

0000: Unrestricted

0000: Unrestricted | LCFF - Base

LCFF - Base

LCFF - Base

PEF | 67,000

17,000

1000

500 | Start of schoolyear |
| Impediments to reclassification are student grades and reading proficiency. Marshall needs to work to raise the grades of EL students and SRI score measuring reading proficiency to facilitate reclassification. | Progress checks at least once each quarter, more frequently if student needs more support.

Training with all teachers in ELD/SDAIE strategies to support all students. | Parent conferences with Assistant principal and LDRT for all EL students in first 60 days of school to review grades
D/F reports run for each teacher at each quarter
Counselors review D/F lists at | 2000-2999: Classified Personnel Salaries

1000-1999: Certificated Personnel Salaries

3000-3999: Employee Benefits

4000-4999: Books And | LCFF - Base

LCFF - Base

LCFF - Base

LCFF - Base | 25,000

10,000

7,000

10,000 | Start of schoolyear |

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Focus on improving student grades for EL students and other students, such as African American students, who have D's and F's	Form letter to parents from counselors regarding support to help failing grades Provide targeted tutoring to at-risk students and communicate availability to parents, as directed by tutoring coordinator. Inform teachers of opportunities so they also provide referrals for students in need After school credit recovery program for middle school students who have received a D or F on a semester grade Provide mentoring to students who are struggling and at risk students Provide high-interest, engaging literature to support reading proficiency for ELs and at-risk students	each quarter to reduce fails by 10% at each quarter Tutoring coordinator to facilitate targeted tutoring for students and communicate availability to families Partner with LEARNs and use site funds to pay for after school and before school tutoring and provide additional intervention to students Community groups, including AAPC, will recruit community volunteers to help serve as mentors to the students Student improvement in grades and SRI scores leading to increased reclassification rates and positive movement among CELDT levels	Supplies		
Every teacher can identify each EL student in class and is attentive of their individual language needs. Students are aware and accountable of their own progress and resources, such as tutoring, available to help	Specific EL classes (grades 6-11) to monitor student progress and support language needs of students. Teachers will continue to apply EL strategies to enhance vocabulary and strengthen students' listening, reading,	Asst. Principal and LDRT will meet with each grade level in small groups of 5 to 10 students every grading period to have an informative discussion about the requirements needed for reclassification (CELDT, grades, SRI), and review			Start of schoolyear

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
them raise grades and address their areas of need	writing, and communication skills Teachers will use new ELD curriculum, 3D Issue Course 1 for Middle School and 3D course 2 for High School	current levels with students LDRT will continue to monitor all EL students throughout year to determine if they are on track to reclassify			
Partner with EL parents to support the progress of EL. Partner with African American parents about academic progress.	Individual parent meetings held with LDRT and each EL parent to explain reclassification, what it means for the student, and how to support the student to reclassify. Beginning of the year EL Parent Orientation to inform parents of reclassification process and how to support their child	Parent meetings will begin to start the year. Parents of EL who do not show academic progress will continue to meet with the school to support the student.			August 2017
Offer a culturally diverse and responsive curriculum that allows all students to study representations of their own culture and that of others	Adhering to CCSS, incorporate literature and studies from resources that represent cultural diversity and is reflective of the entire student population	Curriculum guides and scope and sequence will reflect the cultural diversity of the school			August 2017

INFORMATION ONLY NOT SITE BASED

LCAP GOAL 2:

A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.

Area of Focus: _ Math (LCAP Goal 1) _ English Language Arts (LCAP Goal 1) _ Closing the Gap (LCAP Goal 1) _ Parent and Community Engagement (LCAP Goal 4)	_ School Safety, Climate and Culture (LCAP Goal 3) _ Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): _Science, _Social Studies/History, _VAPA, _Technology, _Special Education
Narrative:	
Measurable Outcomes: LCAP metrics-schools can include additional	

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Area of Focus:	
Math (LCAP Goal 1)	X School Safety, Climate and Culture (LCAP Goal 3)
English Language Arts (LCAP Goal 1)	Graduation/College and Career Ready (LCAP Goal 1)
Closing the Gap (LCAP Goal 1)	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Parent and Community Engagement (LCAP Goal 4)	

Narrative:

Results on the California Healthy Kids Survey School Connectedness administered spring 2016:
Grade 7: 40% high connectedness, 54% medium connectedness, and 6% low connectedness
Grade 9: 39% high connectedness, 43% medium connectedness, and 17 low connectedness
Grade 11: 35% high connectedness, 54% medium connectedness, and 11% low connectedness

In 2014-2015, 2998 times students were disciplined, 1478 times with a referral and 1520 without a referral. That year there were 196 suspensions. In 2015-2016 1471 times students were disciplined, 657 with a referral and 814 without a referral. That year there were 187 suspensions. Through February 28, 2017 in the 2016-2017 school year 1424 referrals and 77 suspensions (semester 1). This is a sharp increase from the previous year; however, 2015-2016 appears to be an outlier. Marshall has systematically implemented a new accounting system to better track student discipline which may be cause to the increase of documented referrals, additionally the In School Suspension Room is open 3 more periods than last year, thus able to process more students. The staff continues to participate in Professional Development in Response to Intervention. Marshall employs a Behavior Intervention Specialist and retired counselor to provide mediation and preventative measures to support students, specifically in the middle grades.

Students have are absent 10 or more days continues to decrease. In 2014-2015 and 2015-2016, 2.4% of students were absent 10 or more days. Through February 2017, in 2016-2017 1.4% of students have been absent 10 or more days.

In 2016-2017, Marshall's ADA through March is 97.34%.

2016-2017
6th grade – 257.64 = 96.91%
7th grade – 287.14 = 97.67%
8th grade – 289.50 = 97.26%
9th grade – 285.36 = 97.39%
10th grade – 297.79 = 97.38%
11th grade – 203.36 = 96.90%
12th grade – 231.71 = 97.77%

Measurable Outcomes: LCAP metrics-schools can include additional

• Maintain average daily attendance rate for school and academically at-risk students at 96% or better
• Decrease % of students school wide who are absent 10% or more of enrolled days by 0.5 percentage points and by 1 percentage point for academically at-risk students
• Decrease suspension rate by 3 percentage points
• Maintain expulsion rate of 0.0%.
• Decrease % of HS cohort who drop out by 1 percentage point and by 1 percentage point for academically at-risk students each year until 0% dropout rate achieved.
• Increase % of students scoring high on school connectedness (measured by CHKS) by 10 percentage points

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
In 2013-2104, 2730 times a student was sent out of class (1435 times with a referral and 1295 times without a referral). In 2014-2015, 2998 times a student was sent out of class (1478 times with a referral and 1520 times without a referral). In 2015-2016 1471 times students were disciplined, 657 with a referral and 814 without a referral, with 187 suspensions.	Continue Response to Intervention (RTI) training with staff working on proactive strategies Marshall staff will do prior to students engaging in behavior that merits a referral or suspension.\n\nAssistant principal to lead RTI and behavior intervention with the staff\n\nContinued use of alternate forms of suspension.\n\nUse teacher in In School Suspension to reach out to students for behavior and academic intervention, focusing on students most at risk, and providing academic and behavior support. Target at-risk students before they	Weekly reports of ISS referrals and suspension data will be measured and shared with staff. Data disaggregated by subgroup to ensure targeted populations' needs are met.\n\nLogs and behavior progress of students on contract, students working with ISS lead teacher, behavior intervention specialist, tutoring coordinator, and counselor.\n\nIncrease of student participation in clubs, sports, and music	1000-1999: Certificated Personnel Salaries\n\n2000-2999: Classified Personnel Salaries\n\n3000-3999: Employee Benefits	LCFF - Base\n\nLCFF - Base\n\nLCFF - Base	12,000\n\n28,000\n\n9000	August 2017

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	get in trouble or grades fall behind. Us positive rewards for students Behavior Intervention Specialist, Tutoring Coordinator, and At-Risk Counselor to work with families, students, and teachers on referral basis and by using data points on behavior and academics to reach out to students in behavior and academic jeopardy with a focus on EL, SWD, Latino, and African American students. Connect students to mentors and extracurricular activities (clubs, music, and sports) to create positive involvement in school Part time counselor to focus on behavior intervention and support, specifically at the middle school level				
School safety plan needs to be continually updated with the input of the community, staff, and students in order to involve all stakeholders.	Use the school safety committee led by parents, students, teachers, staff, and an administrator to continually revise the site safety plan. The school safety committee will meet at least once a quarter providing progress of	The recommendations of the School Safety Committee will be measured by the quarterly reports to the SSC.			Continual

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	their plan. 2 fire drills per year, earthquake drill, and shelter-in-place				
Many visitors come to Marshall daily. Support is needed to monitor visitors and maintain safety for students.	Implement a visitor management system that screens visitors. Systematic check-in system developed in the office. Signs posted on exit to keep doors securely shut to bring visitors through the front of the school Cameras used to help maintain campus security	Visitor logs maintained digitally with management system.	4000-4999: Books And Supplies	PEF 1000	August 2017
Marshall maintains a daily attendance rate greater than 96% and is working to reach 98%.	Good attendance required for admittance to school dances (including prom) and activities Letters sent to parents through A2A to notify of truancy Assistant principal to hold meetings with parents of habitually truant students Students with excessive absences and tardies placed on school contract in August Inclusion of Perfect Attendance Awards for students at the Evening of Excellence	Monthly attendance reports Monthly reports of students identified as truant A2A logs of truancy letters and conferences held			August 2017

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	After school intervention for students with 5 or more tardies per week				

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.	

Area of Focus:
  Math (LCAP Goal 1)
  English Language Arts (LCAP Goal 1)
  Closing the Gap (LCAP Goal 1)
X Parent and Community Engagement (LCAP Goal 4)
	School Safety, Climate and Culture (LCAP Goal 3)
	 Graduation/College and Career Ready (LCAP Goal 1)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

Narrative:

Per the California School Parent Survey taken in spring 2016 (60 parents responded) 85% of parents agree that the school encourages parent involvement.and 87% agree that the school encourages parental partnership in their child's education.

Marshall communicates weekly with parents. Each Sunday evening a phone call and email are sent to families informing them of pertinent information to the school. On Friday afternoons another email is sent out to parents on the list serve through Constant Contact of pictures, highlights, and more information for parents. The Facebook page and Twitter feed are updated daily with information and celebration of the students. All notification is sent in English and Spanish. Marshall employs 2 community assistants for a total of 7 hours, 1 is bilingual Spanish. The community assistants gather the information and coordinate with parent groups for events. Naviance training is held for all students and opportunities for parents to come and learn, too. Parent nights are held for 9th and 11th grade families, in addition to Financial Aid workshops for seniors. Marshall maintains an active PTSA, SSC, AAPC, ELAC, music boosters, and athletic boosters. 1420 students have at least 1 parent with a parent portal account, 71% of the student population, an increase from 70% in 2015-2016. All students have been issued student emails and have access to Student Portal (although many use their parent's account out of habit). Marshall employs an Assistant Coordinator of Student Recruitment and Marketing. Postcards highlighting upcoming events are sent to families in the 91104 zip code. ELAC sends out a specific newsletter to parents highlighting their work. Beginning in the spring of 2017 a newsletter highlighting all parent groups and different student organizations is sent to all families. In December 2016 Marshall held a Grand Opening for the Sports Complex and invited local community figures, authorities, alumni, staff, and previous staff to enjoy the evening. The web page is kept up to date including the school calendar. The counseling page contains resources for students and families.

Measurable Outcomes: LCAP metrics-schools can include additional

• Parent Involvement- Increase % of parents agreeing that school/district encourages parent involvement to 90%

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
More than two-thirds of parents have set up parent portal accounts (1420 of 2006). Not all understand how to use the Parent Portal. All students have access to student portal accounts	Training is needed for parents how to access and use all data for Parent Portal (academics and attendance) Computers for parents to use on campus to access Parent Portal if they do not have Internet access at home. Use of PUSD phone app to push information to families	The goal is for 90% of parents to have Parent Portal accounts by the end of the school year Community Assistant 3 hours a day provided by district LCAP Bilingual Community Assistant 8 hours a day	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	30,000 6,000	August 2017
The parents prefer different ways to communicate, thus more than one form of communication will be sent by the school to connect with parents.	Communicate with parents through various methods, print, email, and phone. All communication sent in at least English and Spanish. Assistant Coordinator, Marketing, Student Recruitment and Community Relations to work in the office to market the school to the community to develop positive relationships and build connections within the community with a focus on connecting all subgroups, including EL, SWD, Latino, and African American families. Blackboard Connect allows staff to communicate via phone, email, and text message. Nixle also allows communication via text message	Weekly phone and email blasts will be sent to parents, reports will monitor how many listen to or read the message. Two newsletters will be sent by mail to all Marshall families. Parent meetings for 6, 9, and 11 grade about academic plans. Two postcards sent to neighbors (91104) to advertise school events and connect local neighborhood with the school Assistant Coordinator, Marketing, Student Recruitment and Community Relations to develop community networking and outreach to advertise to the community, assist parents, coordinate services for students and parents on campus, with targeted information for parent groups	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base LCFF - Base	10,000 60,000 15,000	August 2017

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
The school has licenses for online textbooks for middle school ELA, math, and history and high school math, biology, and chemistry.	Parent accounts need to be created for all parents for appropriate textbooks.	Notify parents of availability of online access. Set up online accounts for parents. Train teachers in how to set up accounts to support the parents of their students.			August 2017
A new webpage has been created for Marshall. Information needs to be added that are useful to parents and community members. Also, Naviance is being incorporated into college/career readiness preparedness	Up-to-date school calendar; Counseling page including a-g requirements, up-to-date course offerings; library resource with databases on access to online textbooks; links to Parent Portal; Naviance. Teacher web pages included Haiku and Google classroom	The web page will begin to be populated immediately and continue to be updated regularly throughout the year. Student training on Naviance by grade level beginning with seniors. Parent meetings each semester to review Naviance and the tools it offers. Teacher training in Google Classroom and Haiku to communicate with parents about homework and class projects			Continuously

Planned Improvements in Student Performance – Target/Goal Page

Site Specific Goal 5:

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Area of Focus:	School Safety, Climate and Culture (LCAP Goal 3)
Math (LCAP Goal 1)	X Graduation/College and Career Ready (LCAP Goal 1)
English Language Arts (LCAP Goal 1)	School Selected (circle one): Science, Social Studies/History, VAPA, Technology,
Closing the Gap (LCAP Goal 1)	Special Education, X CCSS and 21st Century Teaching and Learning)
Parent and Community Engagement (LCAP Goal 4)	

Narrative:

In 2015, 65.5% of graduates met the A-G course requirements. Broken down by demographics, 75% of Asian students, 75% of Filipino students, 61% of Hispanic or Latino students, 65.4% of African American students, 76.7% of White students, and 77.8% of students of 2 or more races graduated meeting the A-G course requirements.

In 2016 65.5% of graduates met the A-G course requirements. Broken down by demographics, 100% of Asian students, 64% of Hispanic or Latino students, 55% of African American students, and 83% of White students graduated meeting the A-G course requirements (official CDE data not yet released)

The cohort graduation rate for 2015 (the last reported date with this information) is 96.3%. All demographic subgroups had a cohort graduation rate of 100%, except for Hispanic or Latino which was 95.9% (140 of 146 students) and African American which was 89.7% (26 of 29 students).

In 2015-2016 1252 Advanced Placement courses were taken. From that students took 934 tests, passing 347 exams (37%). Of that Asian students took 98 exams passing 52 (53%), Black or African American students took 62 exams passing 9 (15%), Hispanic or Latino students took 487 exams passing 133 (27%), White students took 244 exams passing 135 (55%), students of 2 or more races took 67 exams and passed 33 (49%), and students on Free/Reduced meals took 527 exams passing 138 (26%).

Currently, 1446 Advanced Placement courses are being taken. The increase is due to the addition of AP Psychology and the continued vision of Open Access for all.

In 2015-2016 Marshall offered dual enrollment courses with PCC in Math 131 (27 students), Math 7A (25 students), Music 1A (16 students), Music 2A (16 students), Spanish 6B (21 students), Spanish 5 (22 students), and Counseling (1 student) enrolling a total of 130 students.

Average SAT Scores of 2016 Grads

Critical Reading: 473

Math: 462

Writing: 461

Essay: 6.5

Average ACT Scores of 2016 Grads

English: 23.9

Math: 22.2

Reading: 24.0

Science: 22.9

Composite: 23.4

Measurable Outcomes: LCAP metrics-schools can include additional

- Increase the % of graduates meeting A-G course requirements by 3 percentage points and 3 percentage points for academically at-risk students
- Increase student enrollment in AP courses by 3% percentage points and 3 percentage points for academically at-risk students
- Increase the % of students scoring 3 or higher on AP exam by 3 percentage points and 3 percentage points for academically at-risk
- Increase % of student who dual-enroll in college.
- Increase the % of cohort students who graduate by 1 percentage point and by 5 percentage points for academically at-risk students

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?			When will we implement our strategy?
Marshall staff will continue maintaining expertise in the CCSS Instructional shifts in Literacy and Mathematics. Staff in social studies, science, ELA, and math will implement CCSS lessons and measure student learning through these lessons. Marshall will provide continued practice in online assessments. And to prepare for Smarter Balanced Assessments, Marshall needs to increase student practice and access to online assessments.	Teachers, including special education, will continue be trained with district PUSD staff and school administration on CCSS and lesson development. Teachers will access CRW lessons. Teachers will reflect and measure effectiveness of lessons on student learning. Students need practice on performance based, technology-enhanced assessments	Teachers will use recently developed assessments and continue to develop assessments (including performance, presentations, and a culminating project) to measure student learning based on CCSS and grade using common rubrics and development on district curriculum committee. Lessons and common assessments will be measured quarterly. Data will be shared among staff and with the district on student learning based on a common rubric. Using practice Smarter Balanced assessments students will be able to get immediate feedback.					August 2017
Marshall teachers will engage students in cross-curricular projects based on CCSS, including a project in partnership with local	Implementation of ACI in 9th-12th grade. Development of our own projects based on CCSS,	Performances Presentations Writing/Reflection Common Rubrics Culminating project	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	2,000 500		August 2017

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
community and business partners.	partnering with local business and community members with a culminating product and presentation.	Cross curricular writing portfolios Naviance				
EADMS, the district-adopted data management system is in place. However, it is not used consistently by all teachers, except when administering district benchmarks and performance tasks given by the English and math departments, and even then, not all teachers comply with district deadlines for data upload. Teachers need systematic training on how to use EADMS to administer formative and summative teacher-created assessments, including multiple-choice, constructed response, and performance task assessments. Departments need time to develop common assessments and input them into EADMS. Departments will collect student performance data to measure progress toward department goals. Data will be collected in a variety of ways, including assessments through EADMS, Haiku, and	Continued support from the ELA and math Common Core Lead Teachers for their respective departments in establishing deadlines, providing instructions for data upload, and following up with individual teachers. Reinforcement from administration in holding teachers accountable for administering the benchmarks and performance tasks. EADMS professional development on creating and administering assessments in EADMS Department time focused specifically on development of common assessments Target: Departments to develop at least two common assessments (for the whole department, by grade level, or by level of class) for the school year in addition to assessments required by the district.	Progress will be monitored with administration of Performance Task #1 (around October) and Performance Task #3 (around February) and the two district benchmarks (November and March). Target: 100% of math and ELA teachers administering the performance tasks and benchmarks and uploading performance task data to EADMS Pullout days for ELA and math departments to calibrate performance task scoring and learn procedure for data upload. All teachers will administer district benchmarks and measure progress using EADMS. EADMS training on A Mondays. Common assessments administered year round by all departments Department chairs set targets for each goal and monitor	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	6000 1500	August 2017

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?			When will we implement our strategy?
Google Classroom.	Continue to create and give assessments in information systems where data can be gathered, disaggregated, and analyzed.	progress in collaborative Google sheet with data and input from all teachers. Department goals measured biweekly throughout the year, with 4 distinct checkpoints established throughout the year					
Continue to update and refine a formal professional development plan Monitor success of RtI and classroom management professional developments through the use of discipline office data (referrals, suspensions, tardies, etc.) Monitor success of Depth of Knowledge, Teach Like a Champion, Marshall Writing Way, and technology professional developments through the use of data gathered by administration during classroom observations. Monitor success of departmental goals through gathering and analysis of departmental data.	At leadership retreat prior to 2017-2018 school year, with input from department chairs, develop the professional development plan for A Mondays for the year. Prior to the start of the school year, plan dates for departmental pullout days. Continue to plan and deliver professional development focused on classroom management. Administrators will continue to conduct informal observations during which they assess depth of knowledge, use of Teach Like a Champion strategies and the Marshall Writing Way. DOK, Teach Like a Champion, and RTI data will continue to be reported to teachers in the weekly e-newsletter. Professional development	Administration to plan A Monday professional development Math and ELA CCLT and district coaches to plan department pullout days 4 half day pullouts for math and ELA; 2 half day pull outs for science, social studies, and 6th grade Periodically examine discipline office data to evaluate effectiveness of these trainings. Target: decrease in number of referrals, suspensions, and tardies Administrators will assess DOK, use of Teach Like a Champion strategies, and use of the Marshall Writing Way during short informal observations in classrooms. Departments will discuss data at biweekly A Monday meetings during department	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	2,000 500		August 2017

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	prior to end of current school year to examine data and discuss next steps. Departments will develop 3 goals for the year focused on EL, Writing, and cross-curricular work. Each department will develop its goals for the 2017-2018 school year by June 2017.	time. Department chairs will report data gathered by departments at monthly leadership meetings. Data will be compiled on a shared Google sheet to enhance data analysis with charts and other visuals.			
All classrooms have a Chromebook cart except for 6th grade classes and a handful of others, where pairs of classrooms share one cart. PUSD foresees all students having a chromebook in 2017-2018 The math department will continue to use ALEKS to differentiate math instruction Marshall will purchase Accelerated Reader 360 subscriptions, which will not only continue the use of Accelerated Reader by English teachers in grades 6-10, but will make informational texts related to science and history available to content area teachers and will enable those teachers to engage students in close readings of	Continued training in A Mondays on pedagogical technology With partnership with PUSD roll out 1:1 Chromebook environment for students	English department: students will be required to earn 10 Accelerated Reader points per grading period Science and History departments: teachers will assign informational texts correlated to their curriculum to their students Target: all teachers monitoring students' Chromebook use through Hapara when Chromebooks are being used Measurement: Classroom observations Target: all teachers have Haiku set up for their classes and use it regularly Measurement: Classroom observations			August 2017

What are the needs that can be identified from outcomes? / What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
informational materials and assess their understanding of the texts. Training on educational pedagogical tools will continue with a focus on student engagement and learning.		Target: All teachers to incorporate pedagogical technology in lessons				
Increase rate and score of student participation in SAT and ACT exams

Increase passage rate on AP Exams | All 10th and 11th graders with a GPA>3.0 will take PSAT as provided by PUSD

Partner with LEARNs and College Access Plan (CAP) to provide SAT and ACT support after school at no cost to the students

Incorporate SAT style prompts in classes

Train new AP teachers through College Board training on AP Exams and publicly celebrate students for taking challenge of AP Exams and for passing AP Exams | Use PSAT data to identify student potential for success in AP classes

Increase in average scores on SAT and ACT while increasing the number of students taking the exams

Increase of AP Exam passage rate by subject area with a focus on also increasing the number of students taking the exam

Additional of AP Capstone program | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 10,000 | August 2017 |

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???

Area of Focus: Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement	School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)* **Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???**	

Area of Focus:
   Math
   English Language Arts
   Closing the Gap (must include EL reclassification goal of no less than 15% increase
   Parent and Community Engagement
	School Safety, Climate and Culture (safe, respectful, responsible)
	   Graduation/College and Career Ready
	  (High Schools only – must include an indicator for CAHSEE)
	 School Selected (circle one): Science, Social Studies/History, VAPA, Technology,
	 Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*	
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???	

Area of Focus:
  Math
  English Language Arts
  Closing the Gap (must include EL reclassification goal of no less than 15% increase
  Parent and Community Engagement
	School Safety, Climate and Culture (safe, respectful, responsible)
	  Graduation/College and Career Ready
	 (High Schools only – must include an indicator for CAHSEE)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology,
	Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Base	391,100	0.00
PEF	1500	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Base	391,100.00
PEF	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	114,000.00
2000-2999: Classified Personnel Salaries	143,000.00
3000-3999: Employee Benefits	60,100.00
4000-4999: Books And Supplies	64,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Math	6,200.00
English Language Arts	55,400.00
Closing the Gap	137,500.00
School Safety, Climate and Culture/College and Career	50,000.00
Parent and Community Engagement	121,000.00
Site Specific Goal 5	22,500.00

Restricted Funding Personnel
2017-2018

Personnel	Funding	General Duty and SPSA support
EL Teacher	07091.0	Monitor and provide support to EL students and their families and monitor state compliance. Participate in ELAC. Teach classes focused on ELD standards.
Behavior Intervention Specialist	07091.0	Work with students and parents to monitor students on Academic and behavior contracts to monitor support – focus on Spanish-speaking families.
Bilingual Parent Liaison	07091.0	Reach out and serve as a bridge between parents (primarily Spanish speaking) and the school.
Tutoring Coordinator	07091.0	Connect community resources for academic support with students in the most need
Hourly Counselor	07091.0	Supports students with social and academic counseling, targeting the EL
Assistant Coordinator, Marketing, Student Recruitment, and Community Relations	07091.0	Work with and build new community partnerships to provide more resources to the school, market school to local community, connect with families and students regarding programs and services offered at the school.

School Site Council Membership

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kevin Strotz	President	2nd				X	
Dori Rosental-Saporito	Vice-President	2nd				X	
Mark Anderson	Treasurer		X				
Melinda Marquez	Secretary	1st				X	
Gurmeet Sangha	Member	2nd			X		
Rebeca Dimmock	Member	2nd			X		
Mariah Benn	Member	1st					X
Carol Locke	Member	1st		X			
Zara Agvanian	Member	1st		X			
Felita Kealing	Member	1st			X		
Brita Pinkston	PTSA Rep	2nd				X	
Mariana de la Torre	ELAC Rep	2nd				X	
Derek Walker	AAPC Rep	1st				X	
Sara Dachel	Member	1st				X	
						X	
Numbers of members of each category:			**1**	**2**	**3**	**7**	**1**

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
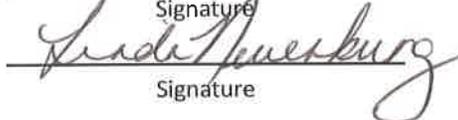
   X   English Learner Advisory Committee

   X   African American Parent Council

   X   Community Advisory Committee for Special Education Programs

   X   Gifted and Talented Education Program Advisory Committee

   X   Other committees established by the school or district (list):
   PTSA, Athletic Boosters, Music Boosters, ACI Advisory Committee, ASB
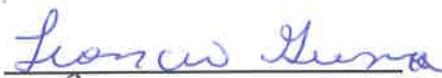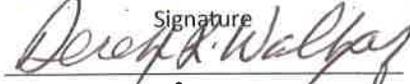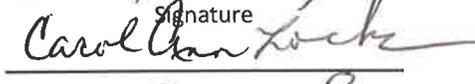
   (Signature)
   (Signature)
   (Signature)
   (Signature)
   (Signature)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: April 12, 2017

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

(Signature)	_(Signature)_	04/12/2017
Signature of ELAC chairperson	**Signature of ELAC committee member**	**Meeting Date**

Attested:

Mark Anderson, PhD	_(Signature)_	04/12/2017
Typed Name of School Principal	**Signature of School Principal**	**Date**

Kevin Strotz	_(Signature)_	04/12/2017
Typed Name of SSC Chairperson	**Signature of SSC Chairperson**	**Date**

Appendices

School Accountability Report Card
Insert the latest, always a year behind.
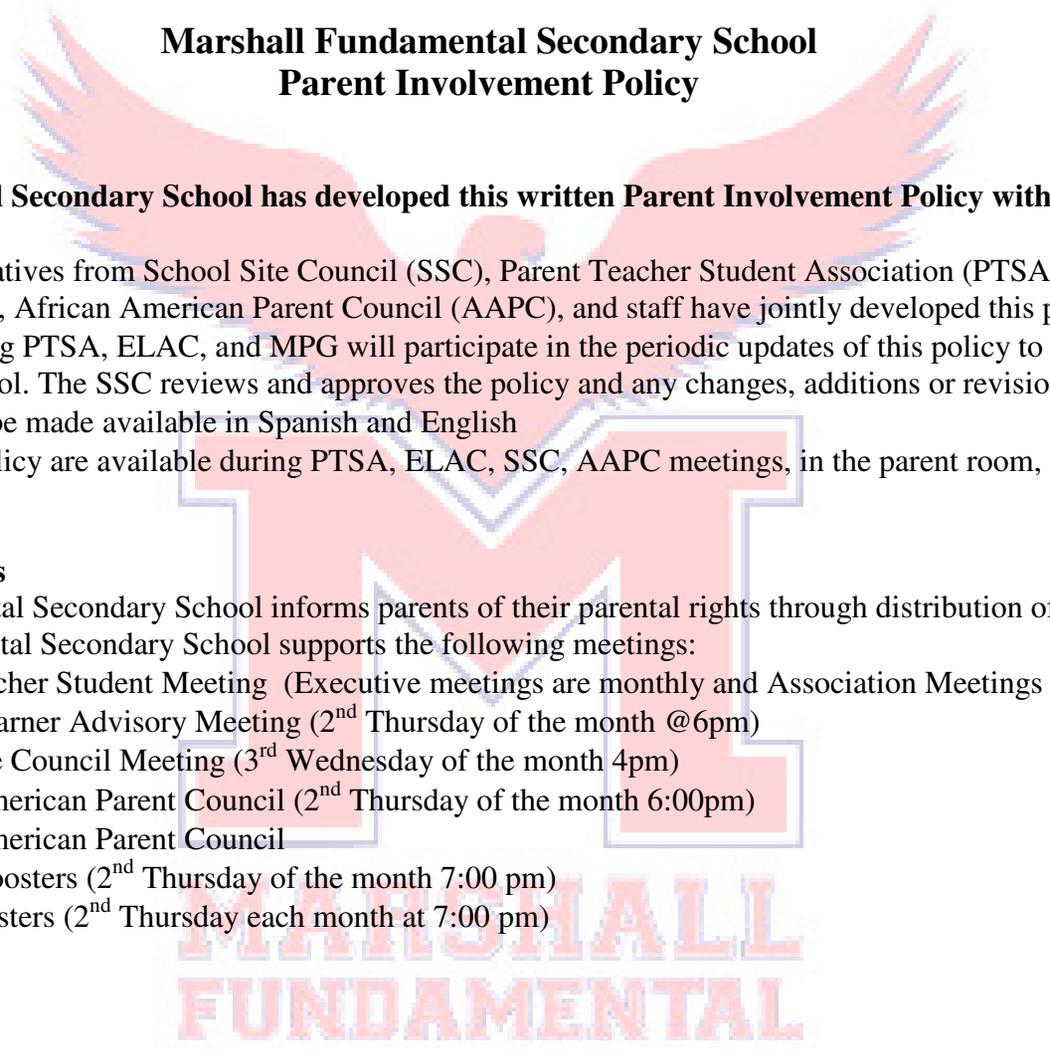
Marshall Fundamental Secondary School
Parent Involvement Policy

I. **Marshall Fundamental Secondary School has developed this written Parent Involvement Policy with input from the school community.**
- Parent representatives from School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Council (ELAC), African American Parent Council (AAPC), and staff have jointly developed this parent involvement policy.
- Parents, including PTSA, ELAC, and MPG will participate in the periodic updates of this policy to meet the changing needs of parents and school. The SSC reviews and approves the policy and any changes, additions or revisions.
- The policy will be made available in Spanish and English
- Copies of the policy are available during PTSA, ELAC, SSC, AAPC meetings, in the parent room, front office as well as posted on the website.

II. **Involvement of Parents**
1. Marshall Fundamental Secondary School informs parents of their parental rights through distribution of the Parent Handbook.
2. Marshall Fundamental Secondary School supports the following meetings:
   - Parent Teacher Student Meeting (Executive meetings are monthly and Association Meetings are 3x per year)
   - English Learner Advisory Meeting (2nd Thursday of the month @6pm)
   - School Site Council Meeting (3rd Wednesday of the month 4pm)
   - African American Parent Council (2nd Thursday of the month 6:00pm)
   - African American Parent Council
   - Athletic Boosters (2nd Thursday of the month 7:00 pm)
   - Music Boosters (2nd Thursday each month at 7:00 pm)
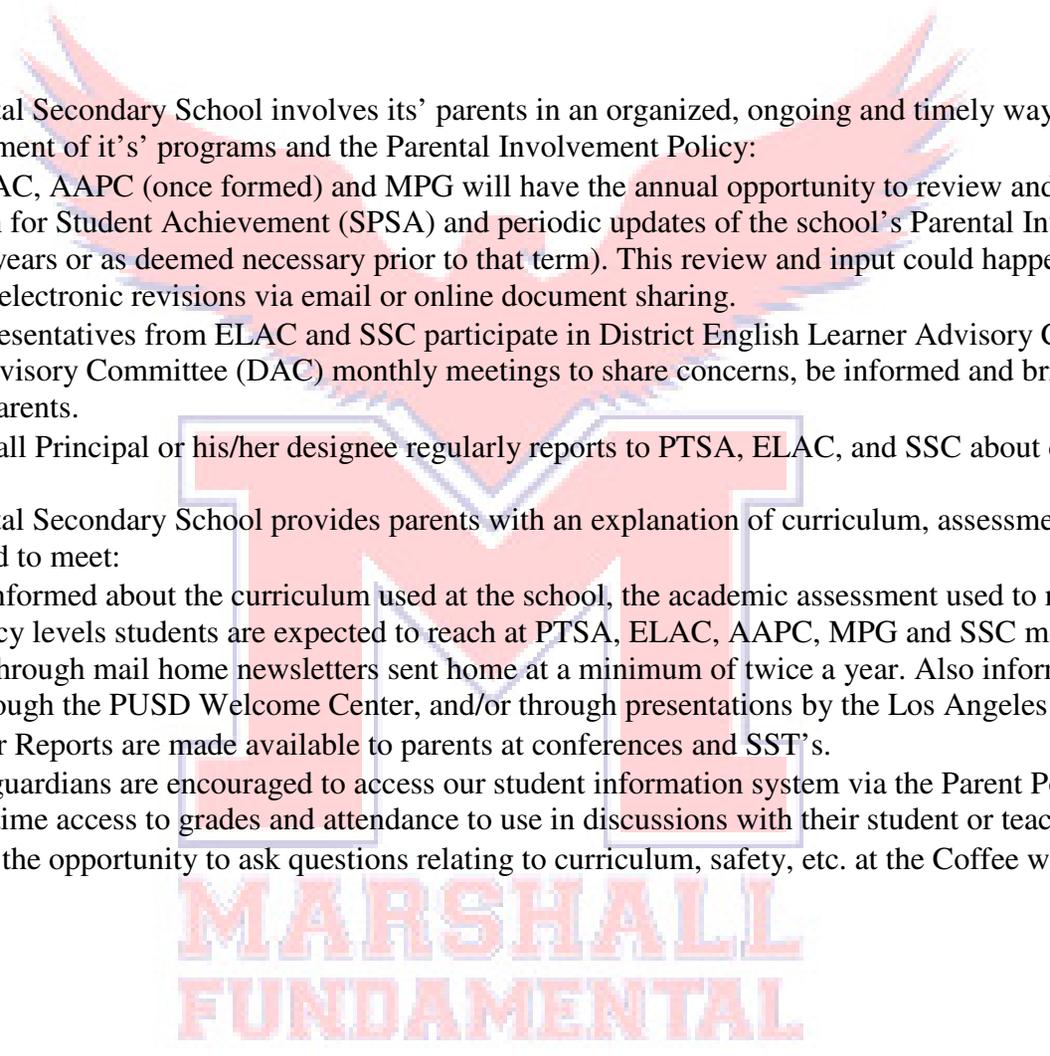
3. Marshall Fundamental Secondary School involves its' parents in an organized, ongoing and timely way, in the planning, review and improvement of it's' programs and the Parental Involvement Policy:
   - PTSA, ELAC, AAPC (once formed) and MPG will have the annual opportunity to review and offer input in the school's Single Plan for Student Achievement (SPSA) and periodic updates of the school's Parental Involvement Policy (minimally every two years or as deemed necessary prior to that term). This review and input could happen through in-person meetings or through electronic revisions via email or online document sharing.
   - Parent representatives from ELAC and SSC participate in District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) monthly meetings to share concerns, be informed and bring back information to Marshall Parents.
   - The Marshall Principal or his/her designee regularly reports to PTSA, ELAC, and SSC about categorical funding budgets.

4. Marshall Fundamental Secondary School provides parents with an explanation of curriculum, assessments, and proficiency levels students are expected to meet:
   - Parents are informed about the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to reach at PTSA, ELAC, AAPC, MPG and SSC meetings, through emails to parents and through mail home newsletters sent home at a minimum of twice a year. Also information may be made available through the PUSD Welcome Center, and/or through presentations by the Los Angeles County Office of Education.
   - Data Director Reports are made available to parents at conferences and SST's.
   - Parents and guardians are encouraged to access our student information system via the Parent Portal. This enables the parent to have real-time access to grades and attendance to use in discussions with their student or teacher.
   - Parents have the opportunity to ask questions relating to curriculum, safety, etc. at the Coffee with the Principal held every other month.

III. **Building Capacity for Involvement**

Marshall Fundamental Secondary School engages parents through meaningful partnerships and interactions with the parents, staff, students and school community all geared toward student success.

To attain these goals:

- Marshall parents have access to training and information on academic content standards, assessments, how to monitor and improve the achievement of their child(ren) at APA and ELAC meetings, through weekly email blasts, via mail home newsletters and at parent workshops organized through the Welcome Center or the Los Angeles County Office of Education. Marshall provides information about volunteer opportunities, meetings, school events and activities through our Sunday evening phone blast, weekly email blasts, school-front marquee, banners on the school fence, mail home newsletters and Twitter / Facebook postings.
- Parents/students and school community members can place anonymous comments in the comment box in the main lobby.
- For parents who speak Spanish, the school is in the process of hiring a part-time community assistant for communication purposes but currently have office, certificated and administrative staff who are bilingual and offer assistance when needed.

IV. **Accessibility**

Marshall Fundamental Secondary School provides opportunities for **all** parents to participate by:

- Providing information about all events through all previously mentioned communication avenues.
- Maintaining an ADA accessible campus for students and parents with disabilities.
- Providing translation for non-English speaking families.

V. **Parent Information Resource Centers (PIRCs)**

- Marshall collaborates and communicates with the PUSD Welcome Center to inform parents and parent groups about resources and services offered by the California Parent Information Resource Centers. (http://www.nationalpirc.org/directory/CA-8.html)
- Marshall parents have access to a Parent Room staffed part-time Parent Partnership Coordinator who provides assistance and support for Marshall families as well as information about services in the community.
- Marshall works with the Marshall-specific PUSD Community Liaison Specialist for parent engagement information and support.

Marshall Fundamental School/Parent Compact

Commitments and Expectations

Student Commitments and Expectations:
Our students, with support of our school staff and parents, will meet or exceed academic grade standards. Each Marshall student also commits to the following:
1. To respect all staff and students on campus at all times
2. To attend school each day and be on time
3. To bring a notebook, pencil, pen & textbooks daily
4. To complete all homework and classroom assignments
5. To participate in all class work and class activities
6. To maintain, at a minimum, a "C" grade in all subjects
7. To listen and follow directions given by adults at all times
8. To keep our campus clean and attractive
9. To carry a student ID card at all times
10. To have a valid pass to be out of class during instructional time.

Faculty and Staff Commitments:
Our faculty and staff will:
1. Encourage and provide opportunities to all students to meet the standards set by our District and State
2. Adhere to the policies and procedures of PUSD and our school
3. Promote and supervise a suitable learning environment.
4. Treat all students, parents, and other personnel with respect.
5. Engage students in rigorous instruction aligned to standards.
6. Support high expectations of all students.
7. Connect with students both professionally and personally
8. Partner with parents for student success.
9. Embrace and honor the diversity of our Marshall community.
10. Communicate with students, parents and other personnel in a timely, professional and effective manner.

Parent/Guardian Commitments:
Our parents/guardians agree to:
1. Ensure that their child will attend school regularly and be on time
2. Encourage, monitor, and assist (if possible) with their child's homework on a regular basis
3. Maintain current school information regarding address, home and work phone numbers, and emergency contacts
4. Use Parent Portal as a resource to monitor student academic performance and attendance.
5. Communicate with teachers and counselors on a regular basis their concerns regarding their student's attendance and academic growth.
6. Become actively involved in school activities, PTSA, and other school functions, time permitting

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Marshall Fundamental Secondary School	Principal: Mark Anderson, PhD
School Number: 095	Counselor: Cristina Diaz
Date Completed: 04/13/17	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2014-2015 Current ADA Percentage	2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal
98.24%*	98.5%*	98.5%*

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
1. Celebrate good attendance with positive incentives and recognition.	Students	Monthly	Meet ADA goal monthly
2. Use ParentPortal and SchoolMessenger as a tool to provide immediate attendance communication to families.	Parent/guardian	Daily	Increased use of ParentPortal and decreased attendance calls from SchoolMessenger
3. Address with students and families specific issues that are impeding good attendance and provide support to issue when possible.	Parent/guardian	Ongoing, as needed	Improved attendance for select students
4. Hold regular meetings with parents of students who are habitually absent.	Parent/guardian	Monthly	Improved attendance for selected students

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Inform and educate parents, families, and students about excused and unexcused	Parent/guardian Students	Daily	Decrease in the number of daily period absences

absences in parent meetings and assemblies. Discourage nonemergency absences, such as vacation, medical appointments that can be held outside of school hours, and family events. Use a student contract that ties attendance to participation in extracurricular activities.

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Create a positive incentive program to acknowledge and reward students with perfect attendance (monthly and annually). Use the established SART/SARB process to assist students with attendance issues	Students Students Parent/guardian	Monthly Monthly	Increased number of students receiving incentive awards Decrease in chronic absenteeism

GATE Principal's Checklist

The grey portions detail State requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in the grey. Please review this revised Checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

Rubric
1 = This is an established practice that has been in place since before the current school year.
2 = This practice is being implemented for the first time during the current school year.
3 = This practice is being developed now to be implemented during the upcoming school year.

Section 1: Program Design			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.			
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.			
1:3 The program is articulated with the general education programs.			
Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	X		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	X		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately	X		

Section 1: Program Design 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners. 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners. 1:3 The program is articulated with the general education programs.			
counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			

Section 2: Identification 2:1 The nomination/referral process is ongoing. 2.2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students. 2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification? Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the plan inform parents and teachers of the GATE referral window of September – December?	X		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of November – January?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?			

Section 3: Curriculum and Instruction 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	**1**	**2**	**3**
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?		X	
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		

Are the following instructional options used in the development of the School GATE Plan:
   • Individual Learning Plan
   • Independent projects
   • GATE clusters
   • Curriculum compacting
   • Vertical subject-matter acceleration
   • Grade skipping
	X		

Section 3: Curriculum and Instruction 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
• Outside tutoring • IB program			
Middle School Are high-achieving GATE students placed in accelerated or honors classes?	X		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options used in the development of the School GATE Plan: • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration	X		
High School Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?	X		
Are Advanced Placement classes are available?	X		
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?	X		
Are the following instructional options used in the development of the School GATE Plan: • Honors classes • AP classes • IB classes • Career Pathways classes	X		
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	X		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent) to review and modify the GATE Principals Checklist annually as needed?	X		
Does the School Site Council review and approve the GATE Principals Checklist annually?	X		
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?	X		

Section 4: Social and Emotional Development			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	X		
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?		X	

Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan	X		
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: • Kaplan's Icons of Depth and Complexity • Kaplan's Content Imperatives • Tiered Assignments • Curriculum Compacting • Flexible Grouping • Dabrowski's Over-excitabilities • Other		X	

Section 6: Parent and Community Involvement			
6:1 Open communication with parents and the community is maintained.			
6:2 An active GATE advisory committee with parent involvement is supported by the district.			
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?		X	
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?		X	
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	X		
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	X		

Section 6: Parent and Community Involvement
6:1 Open communication with parents and the community is maintained.
6:2 An active GATE advisory committee with parent involvement is supported by the district.

Is the School GATE Plan shared with parents and the community effectively and systematically?	X		

Section 7: Program Assessment
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

Do all stakeholders (GATE PAC, administrators, teachers, community members and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	X		

Name of School Site: Marshall Fundamental Secondary School

Principal: Mark Anderson, PhD

School Site Council Chair (typed):   Kevin Strotz

Date Approved By GATE Site Advisory Council:

Date Approved By School Site Council   04/13/17

Dates and times of calendared site GATE Advisory meetings 2012-2013:

Mandatory
1st   TBD

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Marshall Fundamental Secondary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 8,2017 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Marshall Fundamental Secondary School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on school safety meetings at Marshall. Notice was provided by Benita Scheckel.

Marshall Fundamental Secondary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:
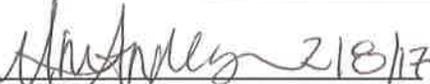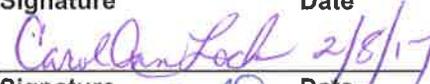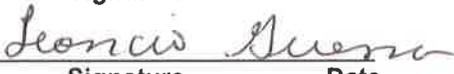
The plan 2017 been properly implemented and reviewed.

Amendments

School Site Council
Dr. Mark Anderson, Felita Kealing, Dori Rosental-Saporito, Kevin Strotz, Rebecca Dimmock, Carol Locke, Zara Agvanian, Susan Favela, Melinda Marquez, Mariah Benn, Sarah Dachel

Signatures of Marshall Fundamental Secondary School's Site Council Members

Signature	Date	Signature	Date
[signature]	2/8/17	*[signature]*	2/8/17
[signature] Carol Ann Lock	2/8/17	*[signature]* Leoncio Suena	
[signature]	2/8/17	*[signature]* Dereh A. Walker	2/8/17
[signature]	2-8-17	*[signature]* Melinda Marq	2/8/17
[signature] Saporit	2.8.17		
[signature] Mariah Ben	2/8/17		