



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name                   | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|-----------------------------------|--|---------------------------|
| Marina West Elementary School | 56725386055347                    | June 6, 2022                           | August 24, 2022           |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marina West School will focus on teaching and learning to successfully meet the needs of all students. Our goal is provide students a rigorous learning environment that will enable each student at Marina West to reflect the traits of the Oxnard School District's Student Profile:

- \* Confident and solution oriented, able to demonstrate a growth mindset and be able to advocate for themselves and others
- \* Collaborative learners able to communicate and learn with and through others
- \* Creative writers, successful readers and mathematical thinkers
- \* High School, college and career ready
- \* Technologically, artistically, academically, and linguistically prepared to succeed and lead
- \* Compassionate, multilingual, multicultural, and global thinkers
- \* Able to demonstrate their knowledge on state and local measures in all academic areas

This will be accomplished through an intentional focus on providing our students with a challenging academic program by emphasizing full implementation of Common Core State Standards (CCSS). There is an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5, including supporting instructional apps and programs such as Lexia, ST Math and Star assessments. We will use the disitrcet-adopted curricula of World of Wonders (TK), Wonders (K-5), My Math and Twig Science (social science will be piloted in 22-23). In addition, we implement several intervention programs to support students. These include PALS, SIPPS, Teacher Directed Instruction K-3, Reading Horizons, Wonderworks, and Read Naturally. The teaching staff at Marina

West is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. Our teaching staff is collaboratively teaming in Language Arts and ELD to meet the individual needs of our student population. Teachers focus on data driven instruction, assess students regularly to monitor student growth in the core areas and meet to analyze student data results after the assessments to plan instruction and student interventions. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title I meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, ConnectED, PeachJar, marquee messages, school website and Twitter.

Our strand focus is environmental science and creative arts. When you visit classrooms at Marina West, you will see us intentionally fostering skills essential for environmental scientists such as teamwork, problem solving, an investigative mind, observation skills, critical thinking, and innovative thinking. These skills are woven throughout and strengthened across disciplines. All grades have the opportunity to rotate through the STEAM lab on a weekly basis to strengthen not only science but technology, engineering, art, and mathematics. Teachers make use of varied activities to engage students and creatively foster our students' imaginations.

Two significant subgroups at Marina West are English learners and special education students. To continue making progress, the administrator will keep staff up to date on the ELD framework and encourage the integration of ELD standards into all academic areas. Students will be placed in ELD groups based on data and provided with daily English language development instruction. Equally important, the Principal will identify areas of improvement in the ELD program and provide teachers with PD in ELD strategies as needed. To meet the needs of our special education students, we will be focusing on student outcomes and ensuring we target their IEP goals.

**Marina West Mission:** At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community.

**Marina West Vision:** At Marina West, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

Informal classroom walkthroughs were conducted at least 1-2 times per month per classroom to understand the climate of the school and provide specific feedback to teachers regarding instruction. Based on current walkthrough observations, an area we need to augment is consistent use of instructional strategies such as differentiation, class discussions, cooperative learning and Think-Pair-Share. Instructional strategies are key to reaching all levels of learners. Teachers will be addressing and monitoring the effectiveness of best instructional strategies during grade level PLC meetings.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

## Standards, Assessment, and Accountability

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

Through grade level Professional Learning Communities (PLCs), teachers analyzed and interpreted data through the use of assessment tools and made instructional plans to improve student achievement. The following assessment tools were used: Star Early Literacy, Star Math and Star Reading, ELPAC, CAASPP, Interim Assessment Blocks (IABs), curriculum benchmarks, and writing assessments.

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

Teachers met bi-weekly in PLCs. Student progress was monitored through curriculum and Star assessments. Student instructional groups for UA, ELD, and ELA teaming, Tier 1 and Tier 2 interventions were determined for reflection on current instructional strategies and interventions. Data from Star, IAB's, and curriculum assessments served for discussions and need for intervention.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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

All teachers attend bi-weekly collaboration and planning meetings after school on Tuesdays. All grade level teams will continue to collaborate and discuss first instruction; data; reflect on teacher practices; monitor student progress towards mastery of grade level standards in English Language Arts, Mathematics and English Language Development standards, intervention and enrichment opportunities during scheduled PLC meetings.

## Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and Board approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

## Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level and provided with daily English language development instruction. Teachers meet in grade level teams to determine student needs and adjust instruction. The Student Study Team process is used to identify and monitor students at risk. A district funded Literacy Intervention Teacher (LIT) provides daily reading intervention for Kindergarten through Second grade students that have been identified as below grade level in reading. Universal Access time is supplemental instruction that is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th with designated times that allow for grouping and teaming.

Evidence-based educational practices to raise student achievement

The staff at Marina West will provide standards based instruction, small group and scaffolded instruction, through Professional Learning Communities staff will collaborate bi-weekly across grade level teams to analyze data and teaching practices to improve student achievement across all areas.

## Parental Engagement

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

At Marina West, we provide many opportunities for parent engagement throughout the year. We believe parents are essential to strengthening the home-school partnership. We invite parents to attend Family Nights focused on Literacy, Mathematics, Science and Technology. We invite parents to attend Parent-Teacher conferences to discuss student progress, strengths, and ways to support each student. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings with parents are held to review progress toward meeting goals. We encourage parents to become active members of our ELAC, SSC, PTA, and Coffee with the Principal. We invite parents to attend parent education, such as Project to Inspire. Our PTA will provide parents the opportunity to participate in fundraising activities to enhance and support school programs at Marina West. Other opportunities to participate are through Back to School night, Winter Program, Spring Art Program, and trimesterly awards ceremonies in which we recognize students and invite parents to attend. All parents are invited to at least one parent conference throughout the year. Some of these activities are held virtually and others in person.

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

Marina West will continue to prioritize parent involvement during the 2022-23 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our School Plan for Student Achievement. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent-Teacher Association are elected on a regular basis (to fill any vacant positions). Bylaws govern the protocols and decision-making process for each of these committees to ensure that annual goals and fiscal spending are centered on student achievement. Throughout the 2022-23 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

## Funding

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

We understand the importance of parent engagement and its connection to academic achievement for Marina West students. Our Outreach Consultant and Counselor will make themselves available to our families in cases in which families need any social-emotional support, assistance with basic needs for their students, and translation will be provided for any parent meeting, especially parents of English learners when needed. Examples of services that will be funded by Title I and Title III which will enable English learners and under performing students to meet the standards are: STEAM Lab, intervention tutoring - before and after school, staff teaming and collaboration, substitutes for grade level collaborations, SST/IEP meetings, and ORC Parent Nights.



## Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding (English learners) to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Committee, Title 1, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. The School Leadership Team and school Principal work together in writing, planning and updating the SPSA. The English Learner Advisory Committee provided input and feedback to the School Site Council. School Site Council reviewed and updated the SPSA before approving the SPSA at its June 6, 2022 meeting. Constant review of district data through Star and CAASPP results were used in guiding the direction and allocation of funds to support student success. Input for this School Plan was provided between May-June, 2022.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the 2021-22 school year, resource inequities were due to staffing shortages. We have a literacy resource teacher on site to support underperforming students. Due to a substitute shortage in the district and county, she was pulled to substitute in classrooms several times. As a result, she was unable to support students consistently. Individual Student Monitoring Conferences with teachers were planned and scheduled to occur at least twice this school year. However, due to substitute teacher shortages, they were cancelled. Lastly, special education students in classes designated to have paraeducator support had no paraeducator available to support. For several months, the positions were unable to be filled.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |       |       |                    |       |       |
|--------------------------------|-----------------------|-------|-------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |       |       | Number of Students |       |       |
|                                | 19-20                 | 20-21 | 21-22 | 19-20              | 20-21 | 21-22 |
| American Indian                | 0%                    | 0%    | %     | 0                  | 0     |       |
| African American               | 2.67%                 | 2.2%  | %     | 15                 | 12    |       |
| Asian                          | 0%                    | 0%    | %     | 0                  | 0     |       |
| Filipino                       | 0.36%                 | 0.6%  | %     | 2                  | 3     |       |
| Hispanic/Latino                | 91.81%                | 91.6% | %     | 516                | 491   |       |
| Pacific Islander               | 0.18%                 | 0.4%  | %     | 1                  | 2     |       |
| White                          | 3.74%                 | 3.7%  | %     | 21                 | 20    |       |
| Multiple/No Response           | 1.25%                 | 1.5%  | %     | 7                  | 8     |       |
| <b>Total Enrollment</b>        |                       |       |       | 562                | 536   |       |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 19-20              | 20-21 | 21-22 |
| Kindergarten                      | 101                | 92    |       |
| Grade 1                           | 81                 | 79    |       |
| Grade 2                           | 101                | 83    |       |
| Grade3                            | 88                 | 96    |       |
| Grade 4                           | 105                | 90    |       |
| Grade 5                           | 86                 | 96    |       |
| Grade 6                           |                    |       |       |
| Grade 7                           |                    |       |       |
| Grade 8                           |                    |       |       |
| Grade 9                           |                    |       |       |
| Grade 10                          |                    |       |       |
| Grade 11                          |                    |       |       |
| Grade 12                          |                    |       |       |
| <b>Total Enrollment</b>           | 562                | 536   |       |

### Conclusions based on this data:

Student enrollment has decreased due to a variety of factors, which may include the high cost of living in our area and pandemic challenges. Most student groups at Marina West declined. The largest group represented at Marina West are Hispanic/Latino with over 91%. We also have other groups represented in smaller numbers: white-

3.74%, African American- 2.2, Filipino- 0.6%, Pacific Islander- 0.4% and multiple/no response at 1.5%. At Marina West, we recognize we have diverse classrooms and build on students' individual and cultural experiences and their prior knowledge. Teachers ensure that their lessons promote equity and inclusivity in the classroom. Some culturally responsive strategies which have been observed are: activating prior knowledge, making learning contextual, and presenting content in multiple forms. Our Outreach Coordinator supports by monitoring student attendance, focusing on our sub-group attendance, and reaching out to families.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |        |
|---|--------------------|-------|-------|---------------------|-------|--------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |        |
|   | 18-19              | 19-20 | 20-21 | 18-19               | 19-20 | 20-21  |
| English Learners                              | 304                | 259   | 234   | 51.1%               | 46.1% | 43.70% |
| Fluent English Proficient (FEP)               | 38                 | 59    | 48    | 6.4%                | 10.5% | 9.00%  |
| Reclassified Fluent English Proficient (RFEP) | 31                 | 50    | 13    | 9.9%                | 16.4% | 2.40%  |

### Conclusions based on this data:

Marina West had a significant decrease in reclassified students in 20-21 compared to the previous year. It is likely due to the challenges created by distance learning the previous year. The number of English learners and Fluent English Proficient students decreased in 20-21 also. It could be due to declining enrollment at the school level. We will continue to monitor English learners and ensure there is a designated ELD block with instruction focused on each student's language proficiency level and integrated ELD throughout the disciplines. We will continue to use Title III funds to provide after-school tutoring to English Learners to help increase student achievement.

# School and Student Performance Data

## Star Early Literacy

| Marina West Elementary School |                |                      |      |         |     |            |     |         |     |                             |             |
|-------------------------------|----------------|----------------------|------|---------|-----|------------|-----|---------|-----|-----------------------------|-------------|
|                               |                | Less than Proficient |      |         |     | Proficient |     |         |     | Star Early Literacy Average |             |
|                               |                | Level 1              |      | Level 2 |     | Level 3    |     | Level 4 |     |                             |             |
| Grade                         | Total # Tested | Total                | %    | Total   | %   | Total      | %   | Total   | %   | Level                       | Scale Score |
| <b>Grade K</b>                | 77             | 29                   | 38%  | 12      | 16% | 9          | 12% | 27      | 35% | 2                           | 746         |
| <b>Grade 1</b>                | 65             | 22                   | 34%  | 10      | 15% | 5          | 8%  | 28      | 43% | 3                           | 805         |
| <b>Grade 2</b>                | 17             | 17                   | 100% | 0       | 0%  | 0          | 0%  | 0       | 0%  | 1                           | 731         |

### Conclusions based on this data:

Star Early Literacy average scores indicate most Kindergarteners, first, and second grade students tested are late emergent readers. These students are beginning to read basic picture books, build their vocabularies and understand print. They will benefit from targeted support in small groups to focus on specific skills during UA time, Literacy Intervention teacher, and paraeducator support. Second grade seems to be the grade that needs the most support with 100% of students needing intervention beyond tier one instruction. Second graders take the Star Reading and those that fall below the anticipated score, then take the Star Early Literacy to pinpoint the areas they need support with. This explains why there were only 17 second graders who took the Early Literacy test. Results for the 17 students show a significant need for targeted extra support. First grade is next with 42% of 65 students needing intervention, followed by Kindergarten with 50% of 77 needing intervention in foundational skills.

# School and Student Performance Data

## Star Reading

| Marina West Elementary School |                |                      |     |         |     |            |     |         |     |                      |             |
|-------------------------------|----------------|----------------------|-----|---------|-----|------------|-----|---------|-----|----------------------|-------------|
|                               |                | Less than Proficient |     |         |     | Proficient |     |         |     | Star Reading Average |             |
|                               |                | Level 1              |     | Level 2 |     | Level 3    |     | Level 4 |     |                      |             |
| Grade                         | Total # Tested | Total                | %   | Total   | %   | Total      | %   | Total   | %   | Level                | Scale Score |
| <b>Grade 2</b>                | 69             | 35                   | 51% | 17      | 25% | 13         | 19% | 4       | 6%  | 1                    | 875         |
| <b>Grade 3</b>                | 61             | 25                   | 41% | 15      | 25% | 15         | 25% | 6       | 10% | 1                    | 941         |
| <b>Grade 4</b>                | 86             | 57                   | 66% | 12      | 14% | 13         | 15% | 4       | 5%  | 1                    | 932         |
| <b>Grade 5</b>                | 31             | 19                   | 61% | 8       | 26% | 4          | 13% | 0       | 0%  | 1                    | 938         |

### Conclusions based on this data:

Based on Star Reading data, the grade level that is furthest from expected benchmarks is grade 5. 74% of tested fifth graders are needing intervention. The average reading level for a fifth grader is 2.1 (beginning grade 2.) This means most fifth graders are reading about 3 grade levels below the expected benchmark. The grade that will likely close the achievement gap with rapid and targeted intervention is grade 2. 47% needs intervention, 14% are on watch and 38% are at or above. The average reading level for second grade is 2.5. The average reading level for third grade is 2.4, about 8 months below the target. The average reading level for grade is 1.9, about two years below the expected benchmark. In summary, grades 4 and 5 need the most intense and targeted intervention. The deficits are significant and likely vary from decoding to comprehension. Grade 2 and 3 have the smallest gap to close. An intentional focus on decoding, multisyllabic words and high frequency words will help bridge the gaps and improve literacy.

# School and Student Performance Data

## Star Math

| Marina West Elementary School |                |                      |     |         |     |            |     |         |    |                   |             |
|-------------------------------|----------------|----------------------|-----|---------|-----|------------|-----|---------|----|-------------------|-------------|
|                               |                | Less than Proficient |     |         |     | Proficient |     |         |    | Star Math Average |             |
|                               |                | Level 1              |     | Level 2 |     | Level 3    |     | Level 4 |    |                   |             |
| Grade                         | Total # Tested | Total                | %   | Total   | %   | Total      | %   | Total   | %  | Level             | Scale Score |
| <b>Grade 1</b>                | 63             | 22                   | 35% | 23      | 37% | 14         | 22% | 4       | 6% | 2                 | 832         |
| <b>Grade 2</b>                | 77             | 40                   | 52% | 20      | 26% | 14         | 18% | 3       | 4% | 1                 | 876         |
| <b>Grade 3</b>                | 73             | 34                   | 47% | 18      | 25% | 19         | 26% | 2       | 3% | 1                 | 934         |
| <b>Grade 4</b>                | 83             | 52                   | 63% | 19      | 23% | 11         | 13% | 1       | 1% | 1                 | 945         |
| <b>Grade 5</b>                | 25             | 17                   | 68% | 8       | 32% | 0          | 0%  | 0       | 0% | 1                 | 953         |

### Conclusions based on this data:

Star Math results indicate all grades are showing that 37% or more students in each grade need additional support. Grades 3 and 4 are showing 60% and 68% respectively. The Grade 3 average is about 8 months behind the expected benchmark while grade 4 is two years below the expected benchmark. After grades 3 and 4, grade 5 is another grade level that needs targeted intervention as they have 42% needing intervention and are 2.4 years below the expected benchmark. For the lower grades, it will require lots work in number sense while in the upper grades, it will require number sense but a special focus on automaticity with multiplication, multi-step problems, and word problems. The focus will be on addressing review and extra support in smaller UA groups and tutoring.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 17-18                  | 18-19 | 21-22 | 17-18                | 18-19 | 21-22 | 17-18              | 18-19 | 21-22 | 17-18                  | 18-19 | 21-22 |
| Grade 3                                | 100                    | 110   |       | 99                   | 110   |       | 99                 | 110   |       | 99                     | 100   |       |
| Grade 4                                | 77                     | 86    |       | 76                   | 86    |       | 76                 | 86    |       | 98.7                   | 100   |       |
| Grade 5                                | 104                    | 76    |       | 104                  | 76    |       | 104                | 76    |       | 100                    | 100   |       |
| All Grades                             | 281                    | 272   |       | 279                  | 272   |       | 279                | 272   |       | 99.3                   | 100   |       |

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

### 2019-20 Data:

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

### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 17-18            | 18-19 | 21-22 | 17-18      | 18-19 | 21-22 | 17-18          | 18-19 | 21-22 | 17-18             | 18-19 | 21-22 | 17-18          | 18-19 | 21-22 |
| Grade 3                              | 2383.            | 2386. |       | 11.11      | 10.00 |       | 20.20          | 17.27 |       | 24.24             | 33.64 |       | 44.44          | 39.09 |       |
| Grade 4                              | 2365.            | 2388. |       | 3.95       | 3.49  |       | 10.53          | 12.79 |       | 15.79             | 18.60 |       | 69.74          | 65.12 |       |
| Grade 5                              | 2432.            | 2442. |       | 3.85       | 6.58  |       | 15.38          | 19.74 |       | 25.00             | 22.37 |       | 55.77          | 51.32 |       |
| All Grades                           | N/A              | N/A   | N/A   | 6.45       | 6.99  |       | 15.77          | 16.54 |       | 22.22             | 25.74 |       | 55.56          | 50.74 |       |

### 2019-20 Data:

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

### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 21-22 | 17-18                 | 18-19 | 21-22 | 17-18            | 18-19 | 21-22 |
| Grade 3  | 13.13            | 10.00 |       | 48.48                 | 50.91 |       | 38.38            | 39.09 |       |
| Grade 4  | 2.63             | 3.49  |       | 40.79                 | 44.19 |       | 56.58            | 52.33 |       |
| Grade 5  | 8.65             | 17.11 |       | 39.42                 | 30.26 |       | 51.92            | 52.63 |       |
| All Grades   | 8.60             | 9.93  |       | 43.01                 | 43.01 |       | 48.39            | 47.06 |       |

### 2019-20 Data:



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2020-21 Data:

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| <b>Writing</b>                                |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Producing clear and purposeful writing</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                            | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>                 | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> |
| <b>Grade 3</b>                                | 11.11                   | 6.36         |              | 31.31                        | 53.64        |              | 57.58                   | 40.00        |              |
| <b>Grade 4</b>                                | 7.89                    | 4.65         |              | 30.26                        | 41.86        |              | 61.84                   | 53.49        |              |
| <b>Grade 5</b>                                | 6.73                    | 9.21         |              | 45.19                        | 51.32        |              | 48.08                   | 39.47        |              |
| <b>All Grades</b>                             | 8.60                    | 6.62         |              | 36.20                        | 49.26        |              | 55.20                   | 44.12        |              |

2019-20 Data:

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2020-21 Data:

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| <b>Listening</b>                                    |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating effective communication skills</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                                  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>                 | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> |
| <b>Grade 3</b>                                      | 8.08                    | 9.09         |              | 63.64                        | 62.73        |              | 28.28                   | 28.18        |              |
| <b>Grade 4</b>                                      | 3.95                    | 6.98         |              | 55.26                        | 51.16        |              | 40.79                   | 41.86        |              |
| <b>Grade 5</b>                                      | 2.88                    | 5.26         |              | 50.96                        | 60.53        |              | 46.15                   | 34.21        |              |
| <b>All Grades</b>                                   | 5.02                    | 7.35         |              | 56.63                        | 58.46        |              | 38.35                   | 34.19        |              |

2019-20 Data:

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2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

| <b>Research/Inquiry</b>                                     |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Investigating, analyzing, and presenting information</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>                 | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> |
| <b>Grade 3</b>  | 12.12                   | 14.55        |              | 51.52                        | 48.18        |              | 36.36                   | 37.27        |              |
| <b>Grade 4</b>  | 2.63                    | 6.98         |              | 34.21                        | 37.21        |              | 63.16                   | 55.81        |              |
| <b>Grade 5</b>  | 7.69                    | 15.79        |              | 42.31                        | 39.47        |              | 50.00                   | 44.74        |              |
| <b>All Grades</b>   | 7.89                    | 12.50        |              | 43.37                        | 42.28        |              | 48.75                   | 45.22        |              |

2019-20 Data:

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2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

**Conclusions based on this data:**

Marina West's CAASPP English language arts data shows that 3rd grade increased from the 2018-19 test cycle from 27% to 29% meeting or exceeding standards, 4th grade decreased from 15% to 11%, and 5th grade declined from 25% to 23%. The drop can be attributed to the previous year of distance learning. Not having students in the classroom for in person learning did not yield the same results seen in prior years. At Marina West, we are focusing on ensuring students are provided with multiple opportunities to develop literacy and intervene with additional support as needed through UA groups, tutoring, literacy intervention specialist and paraeducator support.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 17-18                  | 18-19 | 21-22 | 17-18                | 18-19 | 21-22 | 17-18              | 18-19 | 21-22 | 17-18                  | 18-19 | 21-22 |
| Grade 3                                | 100                    | 110   |       | 99                   | 110   |       | 99                 | 110   |       | 99                     | 100   |       |
| Grade 4                                | 77                     | 86    |       | 77                   | 86    |       | 77                 | 86    |       | 100                    | 100   |       |
| Grade 5                                | 104                    | 76    |       | 103                  | 76    |       | 103                | 76    |       | 99                     | 100   |       |
| All Grades                             | 281                    | 272   |       | 279                  | 272   |       | 279                | 272   |       | 99.3                   | 100   |       |

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

### 2019-20 Data:

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

### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 17-18            | 18-19 | 21-22 | 17-18      | 18-19 | 21-22 | 17-18          | 18-19 | 21-22 | 17-18             | 18-19 | 21-22 | 17-18          | 18-19 | 21-22 |
| Grade 3                              | 2386.            | 2404. |       | 4.04       | 15.45 |       | 16.16          | 20.00 |       | 32.32             | 26.36 |       | 47.47          | 38.18 |       |
| Grade 4                              | 2387.            | 2397. |       | 1.30       | 2.33  |       | 9.09           | 6.98  |       | 29.87             | 38.37 |       | 59.74          | 52.33 |       |
| Grade 5                              | 2428.            | 2428. |       | 4.85       | 5.26  |       | 3.88           | 9.21  |       | 25.24             | 22.37 |       | 66.02          | 63.16 |       |
| All Grades                           | N/A              | N/A   | N/A   | 3.58       | 8.46  |       | 9.68           | 12.87 |       | 29.03             | 29.04 |       | 57.71          | 49.63 |       |

### 2019-20 Data:

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### 2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 21-22 | 17-18                 | 18-19 | 21-22 | 17-18            | 18-19 | 21-22 |
| Grade 3  | 10.10            | 30.00 |       | 28.28                 | 28.18 |       | 61.62            | 41.82 |       |
| Grade 4  | 5.19             | 3.49  |       | 27.27                 | 18.60 |       | 67.53            | 77.91 |       |
| Grade 5  | 4.85             | 6.58  |       | 17.48                 | 19.74 |       | 77.67            | 73.68 |       |
| All Grades   | 6.81             | 15.07 |       | 24.01                 | 22.79 |       | 69.18            | 62.13 |       |

### 2019-20 Data:

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2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

| <b>Problem Solving &amp; Modeling/Data Analysis</b>   |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>                 | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> |
| <b>Grade 3</b>  | 10.10                   | 20.00        |              | 36.36                        | 46.36        |              | 53.54                   | 33.64        |              |
| <b>Grade 4</b>  | 2.60                    | 3.49         |              | 35.06                        | 34.88        |              | 62.34                   | 61.63        |              |
| <b>Grade 5</b>  | 5.83                    | 6.58         |              | 30.10                        | 43.42        |              | 64.08                   | 50.00        |              |
| <b>All Grades</b>   | 6.45                    | 11.03        |              | 33.69                        | 41.91        |              | 59.86                   | 47.06        |              |

2019-20 Data:

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

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

| <b>Communicating Reasoning</b>                                   |                         |              |              |                              |              |              |                         |              |              |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating ability to support mathematical conclusions</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>   | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|  | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>                 | <b>18-19</b> | <b>21-22</b> | <b>17-18</b>            | <b>18-19</b> | <b>21-22</b> |
| <b>Grade 3</b>   | 6.06                    | 18.18        |              | 53.54                        | 41.82        |              | 40.40                   | 40.00        |              |
| <b>Grade 4</b>   | 7.79                    | 4.65         |              | 25.97                        | 32.56        |              | 66.23                   | 62.79        |              |
| <b>Grade 5</b>   | 3.88                    | 3.95         |              | 38.83                        | 36.84        |              | 57.28                   | 59.21        |              |
| <b>All Grades</b>  | 5.73                    | 9.93         |              | 40.50                        | 37.50        |              | 53.76                   | 52.57        |              |

2019-20 Data:

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2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

**Conclusions based on this data:**

Marina West's CAASPP math data shows 3rd grade decreased from 35 to 23% of students met or exceeded standards, 4th grade had no change from the 2018-19 data, and 5th grade decreased from 14% to 3%. As with English language arts, the decline can be attributed to the prior year students distance learning schooling. Not having students receiving instruction at school, in person was not as effective. During the 2021-22 school year, teachers found they needed to fill in gaps and accelerate learning. For the 2022-23 school year, we plan on addressing teaching and learning in mathematics with an intense focus on essential grade level standards, having students work collaboratively, and in small groups.. Our goal is to continue to make growth across all sub-groups.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 17-18   | 18-19  | 20-21  | 17-18         | 18-19  | 20-21  | 17-18            | 18-19  | 20-21  | 17-18                     | 18-19 | 20-21 |
| <b>K</b>   | 1426.4  | 1402.1 | 1406.5 | 1433.2        | 1413.0 | 1421.8 | 1410.3           | 1376.5 | 1370.9 | 63                        | 54    | 29    |
| <b>1</b>   | 1448.4  | 1440.4 | *      | 1462.1        | 1443.2 | *      | 1434.2           | 1437.1 | *      | 65                        | 57    | *     |
| <b>2</b>   | 1483.6  | 1477.2 | 1469.7 | 1487.5        | 1480.4 | 1470.9 | 1479.2           | 1473.6 | 1468.0 | 68                        | 61    | 31    |
| <b>3</b>   | 1489.7  | 1473.6 | 1479.8 | 1480.3        | 1467.2 | 1475.8 | 1498.6           | 1479.4 | 1483.1 | 55                        | 36    | 50    |
| <b>4</b>   | 1485.4  | 1492.1 | 1498.4 | 1479.2        | 1483.6 | 1503.1 | 1491.1           | 1500.1 | 1493.1 | 20                        | 36    | 45    |
| <b>5</b>   | 1520.6  | 1515.3 | 1503.3 | 1510.2        | 1505.5 | 1498.4 | 1530.2           | 1524.5 | 1507.9 | 17                        | 15    | 28    |
| <b>All Grades</b>  |         |        |        |               |        |        |                  |        |        | 288                       | 259   | 186   |

### 2019-20 Data:

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

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>K</b>  | 22.22   | 5.56  | 3.45  | 36.51   | 35.19 | 34.48 | 33.33   | 42.59 | 48.28 | *       | 16.67 | 13.79 | 63                       | 54    | 29    |
| <b>1</b>  | 29.23   | 8.77  | *     | 35.38   | 28.07 | *     | *       | 40.35 | *     | 23.08   | 22.81 | *     | 65                       | 57    | *     |
| <b>2</b>  | 44.12   | 8.20  | 6.45  | 35.29   | 52.46 | 45.16 | *       | 31.15 | 32.26 | *       | 8.20  | 16.13 | 68                       | 61    | 31    |
| <b>3</b>  | *       | 0.00  | 2.04  | 54.55   | 36.11 | 44.90 | 23.64   | 38.89 | 36.73 | 20.00   | 25.00 | 16.33 | 55                       | 36    | 49    |
| <b>4</b>  |         | 5.56  | 9.09  | *       | 44.44 | 40.91 | *       | 30.56 | 36.36 | *       | 19.44 | 13.64 | 20                       | 36    | 44    |
| <b>5</b>  | *       | 6.67  | 3.70  | *       | 33.33 | 37.04 | *       | 60.00 | 40.74 |         | 0.00  | 18.52 | 17                       | 15    | 27    |
| <b>All Grades</b>   | 23.26   | 6.18  | 5.46  | 41.67   | 39.00 | 40.44 | 21.18   | 38.22 | 38.25 | 13.89   | 16.60 | 15.85 | 288                      | 259   | 183   |

### 2019-20 Data:

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

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>K</b>   | 31.75   | 9.26  | 3.45  | 33.33   | 35.19 | 48.28 | 25.40   | 37.04 | 41.38 | *       | 18.52 | 6.90  | 63                       | 54    | 29    |
| <b>1</b>   | 47.69   | 14.04 | *     | 26.15   | 33.33 | *     | *       | 36.84 | *     | *       | 15.79 | *     | 65                       | 57    | *     |
| <b>2</b>   | 61.76   | 24.59 | 25.81 | 25.00   | 49.18 | 38.71 | *       | 19.67 | 22.58 | *       | 6.56  | 12.90 | 68                       | 61    | 31    |
| <b>3</b>   | 29.09   | 16.67 | 20.41 | 36.36   | 36.11 | 42.86 | *       | 27.78 | 18.37 | *       | 19.44 | 18.37 | 55                       | 36    | 49    |
| <b>4</b>   | *       | 13.89 | 31.82 | 60.00   | 52.78 | 45.45 | *       | 22.22 | 18.18 | *       | 11.11 | 4.55  | 20                       | 36    | 44    |
| <b>5</b>   | *       | 13.33 | 18.52 | *       | 66.67 | 59.26 | *       | 20.00 | 11.11 |         | 0.00  | 11.11 | 17                       | 15    | 27    |
| <b>All Grades</b>  | 42.36   | 15.83 | 21.31 | 32.29   | 42.47 | 45.90 | 15.63   | 28.57 | 21.31 | 9.72    | 13.13 | 11.48 | 288                      | 259   | 183   |

2019-20 Data:

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

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>K</b>  | 22.22   | 0.00  | 3.45  | 19.05   | 31.48 | 10.34 | 52.38   | 50.00 | 51.72 | *       | 18.52 | 34.48 | 63                       | 54    | 29    |
| <b>1</b>  | 23.08   | 7.02  | *     | 24.62   | 17.54 | *     | 21.54   | 36.84 | *     | 30.77   | 38.60 | *     | 65                       | 57    | *     |
| <b>2</b>  | 33.82   | 3.28  | 9.68  | 30.88   | 47.54 | 35.48 | *       | 27.87 | 32.26 | 23.53   | 21.31 | 22.58 | 68                       | 61    | 31    |
| <b>3</b>  | *       | 0.00  | 0.00  | 36.36   | 25.00 | 12.24 | 32.73   | 38.89 | 65.31 | 29.09   | 36.11 | 22.45 | 55                       | 36    | 49    |
| <b>4</b>  |         | 5.56  | 2.27  | *       | 25.00 | 18.18 | *       | 38.89 | 40.91 | *       | 30.56 | 38.64 | 20                       | 36    | 44    |
| <b>5</b>  | *       | 0.00  | 0.00  | *       | 20.00 | 11.11 | *       | 80.00 | 59.26 | *       | 0.00  | 29.63 | 17                       | 15    | 27    |
| <b>All Grades</b>   | 19.10   | 3.09  | 3.28  | 28.82   | 29.73 | 16.94 | 30.21   | 40.54 | 50.27 | 21.88   | 26.64 | 29.51 | 288                      | 259   | 183   |

2019-20 Data:

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

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>K</b>  | 38.10          | 7.41  | 3.45  | 52.38               | 70.37 | 89.66 | *         | 22.22 | 6.90  | 63                       | 54    | 29    |
| <b>1</b>  | 46.15          | 33.33 | *     | 41.54               | 52.63 | *     | *         | 14.04 | *     | 65                       | 57    | *     |
| <b>2</b>  | 55.88          | 44.26 | 32.26 | 41.18               | 50.82 | 54.84 | *         | 4.92  | 12.90 | 68                       | 61    | 31    |
| <b>3</b>  | 27.27          | 16.67 | 14.29 | 58.18               | 72.22 | 69.39 | *         | 11.11 | 16.33 | 55                       | 36    | 49    |
| <b>4</b>  | *              | 13.89 | 25.00 | 55.00               | 75.00 | 65.91 | *         | 11.11 | 9.09  | 20                       | 36    | 44    |
| <b>5</b>  | 64.71          | 6.67  | 11.54 | *                   | 86.67 | 80.77 | *         | 6.67  | 7.69  | 17                       | 15    | 26    |
| <b>All Grades</b>   | 42.71          | 23.94 | 18.13 | 47.22               | 63.71 | 70.88 | 10.07     | 12.36 | 10.99 | 288                      | 259   | 182   |

2019-20 Data:

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

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>K</b>   | 34.92          | 16.67 | 24.14 | 52.38               | 62.96 | 48.28 | *         | 20.37 | 27.59 | 63                       | 54    | 29    |
| <b>1</b>   | 52.31          | 5.26  | *     | 36.92               | 71.93 | *     | *         | 22.81 | *     | 65                       | 57    | *     |
| <b>2</b>   | 63.24          | 21.31 | 22.58 | 30.88               | 67.21 | 58.06 | *         | 11.48 | 19.35 | 68                       | 61    | 31    |
| <b>3</b>   | 40.00          | 22.22 | 29.79 | 38.18               | 52.78 | 51.06 | 21.82     | 25.00 | 19.15 | 55                       | 36    | 47    |
| <b>4</b>   | *              | 25.00 | 38.10 | *                   | 63.89 | 59.52 | *         | 11.11 | 2.38  | 20                       | 36    | 42    |
| <b>5</b>   | *              | 53.33 | 51.85 | *                   | 40.00 | 40.74 |           | 6.67  | 7.41  | 17                       | 15    | 27    |
| <b>All Grades</b>  | 47.92          | 19.31 | 32.96 | 40.28               | 63.32 | 51.96 | 11.81     | 17.37 | 15.08 | 288                      | 259   | 179   |

2019-20 Data:

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

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>K</b>  | 17.46          | 0.00  | 3.45  | 76.19               | 83.33 | 79.31 | *         | 16.67 | 17.24 | 63                       | 54    | 29    |
| <b>1</b>  | 35.38          | 19.30 | *     | 30.77               | 36.84 | *     | 33.85     | 43.86 | *     | 65                       | 57    | *     |
| <b>2</b>  | 42.65          | 8.20  | 25.81 | 29.41               | 65.57 | 51.61 | 27.94     | 26.23 | 22.58 | 68                       | 61    | 31    |
| <b>3</b>  | *              | 0.00  | 0.00  | 61.82               | 58.33 | 65.31 | 34.55     | 41.67 | 34.69 | 55                       | 36    | 49    |
| <b>4</b>  |                | 2.78  | 4.65  | 55.00               | 63.89 | 53.49 | *         | 33.33 | 41.86 | 20                       | 36    | 43    |
| <b>5</b>  | *              | 6.67  | 7.41  | 76.47               | 73.33 | 59.26 | *         | 20.00 | 33.33 | 17                       | 15    | 27    |
| <b>All Grades</b>   | 23.26          | 6.95  | 7.69  | 50.69               | 62.16 | 60.99 | 26.04     | 30.89 | 31.32 | 288                      | 259   | 182   |

2019-20 Data:

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

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>K</b>  | 52.38          | 31.48 | 17.24 | 36.51               | 42.59 | 37.93 | *         | 25.93 | 44.83 | 63                       | 54    | 29    |
| <b>1</b>  | *              | 3.51  | *     | 61.54               | 70.18 | *     | 24.62     | 26.32 | *     | 65                       | 57    | *     |
| <b>2</b>  | 36.76          | 4.92  | 6.45  | 50.00               | 75.41 | 58.06 | *         | 19.67 | 35.48 | 68                       | 61    | 31    |
| <b>3</b>  | 20.00          | 11.11 | 8.16  | 54.55               | 69.44 | 73.47 | 25.45     | 19.44 | 18.37 | 55                       | 36    | 49    |
| <b>4</b>  | *              | 8.33  | 4.88  | 75.00               | 58.33 | 78.05 | *         | 33.33 | 17.07 | 20                       | 36    | 41    |
| <b>5</b>  | *              | 13.33 | 0.00  | 64.71               | 80.00 | 74.07 |           | 6.67  | 25.93 | 17                       | 15    | 27    |
| <b>All Grades</b>   | 29.86          | 11.97 | 7.22  | 53.13               | 64.48 | 65.56 | 17.01     | 23.55 | 27.22 | 288                      | 259   | 180   |

2019-20 Data:

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

**Conclusions based on this data:**

Based on the 2022 summative ELPAC, Marina has 31 students who scored at the level 4 Bridging category. These 31 students are reclassification candidates for the 2022-23 school year. We will continue our focus on developing language with all English learners by ensuring there is a dedicated and protected block of time for designated ELD and continue to deliver integrated ELD lessons across all disciplines. Currently, we have 46 students at the Expanding level and 28 at the Emergent level between grades 2 - 5.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Language Arts and Math

## LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

## Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction  
 To provide equipment, materials and technology resources that support high quality instruction  
 To provide opportunities for teachers to collaborate to improve teaching and learning

## Annual Measurable Outcomes

| Metric/Indicator      | Baseline/Actual Outcome  | Expected Outcome  |
|-----------------------|--|---|
| CAASPP ELA Assessment | 2021-22 CAASPP Data by Grade Level<br>Percentage of students scoring at "Met Standard" or "Exceeded Standard" :<br><br>3rd Grade Students: 29%<br>4th Grade Students: 11%<br>5th Grade Students: 23% | The number of students scoring "Met Standard" or "Exceeded Standard" based on 2022-23 CAASPP assessment data will increase by 10% in each grade level.<br><br>39% of current 3rd Grade students will score "Met Standard" or Exceeded Standard"<br><br>21% of current 4th Grade students will score "Met Standard" or Exceeded Standard"<br><br>33% of current 5th Grade students will score "Met Standard" or Exceeded Standard" |

| Metric/Indicator                                | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| CAASPP Math Assessment                          | <p>2021-22 CAASPP Data by Grade Level<br/>Percentage of students scoring at "Met Standard" or "Exceeded Standard" :</p> <p>3rd Grade Students: 23%<br/>4th Grade Students: 8%<br/>5th Grade Students: 3%</p>  | <p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2022-23 CAASPP assessment data will increase by 10% in each grade level.</p> <p>33% of current 3rd Grade students will score "Met Standard" or Exceeded Standard"</p> <p>18% of current 4th Grade students will score "Met Standard" or Exceeded Standard"</p> <p>13% of current 5th Grade students will score "Met Standard" or Exceeded Standard"</p>  |
| Star Early Literacy and Star Reading Assessment | <p>Spring 2022 Star 360 Baseline Data by Grade Level Scoring At/Above District Benchmark</p> <p>Early Literacy:<br/>Kindergarten Students: 26%<br/>1st Grade Students: 27%</p> <p>Star Reading:<br/>1st Grade Students: 40%<br/>2nd Grade Students: 34%<br/>3rd Grade Students: 47%<br/>4th Grade Students: 26%<br/>5th Grade Students: 31%</p> | <p>The number of students scoring At/ Above Benchmark based on Spring 2022 STAR 360 assessment data will increase by 5% in each grade level by January 2023, 10% by the end of the year.</p> <p>31% of Kindergarten students will score At/Above district benchmark in Early Literacy by January 2023; 36% by May 2023.</p> <p>45% of 1st Grade students will score At/Above district benchmark in Star Reading by January 2023 ; 50% by May 2023.</p> <p>45% of 2nd Grade students will score At/Above district benchmark by January 2023 ; 50% by May 2023.</p> |

| Metric/Indicator            | Baseline/Actual Outcome  | Expected Outcome  |
|-----------------------------|--|---|
|                             |  | <p>52% of 3rd Grade students will score At/Above district benchmark by January 2023 ; 57% by May 2023.</p> <p>31% of 4th Grade students will score At/Above district benchmark by January 2023; 36% by May 2023.</p> <p>36% of 5th Grade students will score At/Above district benchmark by January 2023; 41% by May 2023.</p>  |
| <p>Star Math Assessment</p> | <p>Spring 2022 Star 360 Math Baseline Data by Grade Level Scoring At/Above District Benchmark</p> <p>1st Grade Students: 52%<br/> 2nd Grade Students: 41%<br/> 3rd Grade Students: 42%<br/> 4th Grade Students: 28%<br/> 5th Grade Students: 49%</p> | <p>The Number of students scoring At/ Above Benchmark based on Spring 2022 STAR 360 assessment data will increase by at least 5% in each grade level by January 2023, 10% by the end of the year.</p> <p>57% of 1st Grade students will score At/Above district benchmark by January 2023; 62% by May 2023.</p> <p>46% of 2nd Grade students will score At/Above district benchmark by January 2023, 51% by May 2023.</p> <p>47% of 3rd Grade students will score At/Above district benchmark by January 2023; 52% by May 2023.</p> <p>33% of 4th Grade students will score At/Above district benchmark by January 2023; 38% by May 2023.</p> <p>54% of 5th Grade students will score At/Above district benchmark by January 2023; 59% by May 2023.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

The school will ensure full implementation of district adopted general education and special education curriculum. The administrator will conduct learning walks into the classrooms to observe and provide feedback to support effective classroom instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)          |
|-----------|--------------------|
|           | No additional cost |

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

ISP (certificated teacher) will provide targeted support to non- and emergent readers as part of Tier 2 instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 29,000    | LCFF<br>1000-1999: Certificated Personnel Salaries |

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Teachers will utilize/participate in grade level collaboration time to share student data, monitor student progress towards grade level standards and discuss next steps to support their students' needs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Teachers will administer assessments (district, state, curriculum embedded); Results will be reviewed, evaluated and analyzed to inform instructional and intervention decisions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Paraeducators will provide support to students (TK, Kindergarten, special education, general education).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Accelerated Reader, Lexia, myON and ST Math will be implemented in every classroom to support increasing proficiency in reading and math.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The principal will conduct student monitoring conferences at least 2 times per year to discuss and address student learning needs using ELA, math and EL assessment results. Students at risk of

not meeting grade level goals will be identified for additional supports to address their instructional needs.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Substitute Teacher Costs

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide on-going professional development in curricular areas (ELA, math, writing process, science, social studies) through staff meetings, afterschool trainings and conferences. District Teachers On Special Assignment (TOSAs) will be consulted to support teachers as needed.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures  
Consultants, trainers

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Literacy Intervention Teacher (LIT) will provide additional in-school, Tier 2 targeted instruction in language arts to students based on assessment data.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

English learners will receive daily designated ELD instruction through the district adopted Wonders ELD curriculum to improve English proficiency and reclassification rates. Teachers will implement and integrate ELD strategies into all content areas throughout the day to support English Learners (Integrated ELD.) Progress of English learners, long term English learners (LTELs) and reclassified students will be monitored to determine whether curriculum and instruction are effective in helping students overcome language barriers.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will provide specific differentiation, intervention, or remediation for underperforming students through universal access groups (UA)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

Source(s)

No additional cost

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The STEAM Lab will be supported with innovative equipment and spaces to support student collaboration and project-based tasks.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LCFF  
4000-4999: Books And Supplies  
Books and supplies

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide additional targeted support outside of the regular school day for students not meeting academic benchmarks through the use of before and after school tutoring in the areas of ELA, math and ELD.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I  
1000-1999: Certificated Personnel Salaries  
Tutoring

|       |   |
|-------|---|
| 6,000 | Title III<br>1000-1999: Certificated Personnel Salaries<br>Tutoring |
| 4,000 | LCFF<br>1000-1999: Certificated Personnel Salaries<br>Tutoring      |

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Provide materials, supplies, technology, software and services to all TK-5th grade classes to support the instructional program, supplemental programs (intervention and enrichment), strand focus and ELD.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 6,240     | Title III<br>5000-5999: Services And Other Operating Expenditures<br>Materials, Supplies, Technology, Services |
| 5,000     | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Materials, Supplies, Technology, Services   |
| 1,000     | LCFF - Intervention<br>4000-4999: Books And Supplies<br>Materials, supplies                                    |

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Scholar's Afterschool Program will provide services to students

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 16

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All

Strategy/Activity

Teachers will monitor student performance and participate in SST, IEP, and 504 meetings and substitutes will be provided as needed.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,500

Title I  
1000-1999: Certificated Personnel Salaries  
Substitute Teacher Costs

7,000

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
Substitute Teacher Costs

### Strategy/Activity 17

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Recognize students for academic achievement, meeting Accelerated Reader goals, behavior and attendance through special activities, assemblies, awards and incentives.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)   |
|-----------|---|
| 5,000     | LCFF<br>4000-4999: Books And Supplies<br>Incentives, Certificates, Assemblies |
| 1,000     | Title I<br>2000-2999: Classified Personnel Salaries<br>Classified Extra Help  |

## Strategy/Activity 18

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Fiction and non-fiction books, subscriptions or purchases of web-based programs and/or apps will be purchased to supplement the instructional program.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 15,000    | Title I<br>4000-4999: Books And Supplies<br>Books, Subscriptions |

## Strategy/Activity 19

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Support our strand focus integration in creative art and environmental science through the use of the site STEAM lab and Art Trek.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)                             |
|-----------|---------------------------------------|
| 1,000     | LCFF<br>4000-4999: Books And Supplies |

|        |  |
|--------|--|
|        | Materials and Supplies   |
| 10,000 | LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>Art Trek contract |

**Strategy/Activity 20**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Classified staff extra hours/substitutes to provide support to all staff and students throughout the day.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)   |
|-----------|---|
| 3,000     | LCFF<br>2000-2999: Classified Personnel Salaries<br>Classified Salaries |
| 1,000     | LCFF<br>3000-3999: Employee Benefits<br>Classified Salaries             |

**Strategy/Activity 21**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Operating costs to ensure full access to equipment, ensure confidentiality of documents and student information, supplies, materials, and services to support the instructional program and instrument repairs (including copy machines).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

|       |   |
|-------|---|
| 1,826 | LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Maintenance Agreements (Duplo)                |
| 1,860 | LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Rental, leases, repairs (2 storage portables) |
| 400   | LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Maintenance Agreements (Shred It)             |

## Strategy/Activity 22

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Costs for publications and warehouse charges to support the instructional program.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Graphics Services and Warehouse Charges

## Strategy/Activity 23

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Throughout the 2021-2022 school year, Marina West focused on building rigor across all grade levels, while scaffolding instruction and providing intervention to students to achieve grade level standards. Teachers concentrated on building and implementing a strong reading practice across all content areas to promote critical thinking and better prepare them to meet district and state-wide assessments. Our teachers also focused on Mathematical Mindset strategies to improve reasoning skills. Additionally, we worked as grade level teams during Professional Learning Community/Collaboration time on a bi-monthly basis, to discuss and analyze student data from formative (Star Early Literacy, Star Reading, Star Math, Interim Assessment Blocks, ELD assessments, teacher created assessments, and curriculum embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student progress and achievement. Student data was used to guide and modify instruction and intervention provided to all students to ensure access to Common Core State Standards.

Ongoing monitoring of student data enabled grade levels to identify students in need of intensive, research based interventions that was provided by the classroom teacher, Literacy Intervention Teacher, and paraeducator during grade specific Universal Access time. Star 360 reading results indicate there was significant student growth. Most grade exceeded the 10% growth expectation for the 2021-22 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Marina West will continue to focus on building strong academic foundations for all students. As a staff, we will discuss instructional strategies through our collaboration (PLC) process.

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

An analysis of our 2021-22 SPSA and school assessment data resulted in the need for improved evidence-based instruction and collaboration amongst teachers. We will implement an increased number of common formative assessments to closely progress monitor student success with an emphasis on writing across all content areas and continuing to implement the Mathematical Growth Mindset to continue to promote critical thinking skills. Instruction will be based on data utilizing backwards planning approach.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

To decrease the suspension rate  
 To increase positive behavior  
 To provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome  |
|------------------|---|---|
| Suspension Data  | Suspension Rate for 2021-22 school year is 3.   | Suspension Rate for the 2022-23 school year will be fewer than 3.   |
| Panorama Survey  | School climate and student well-being will be measured through the Panorama survey. The top three areas of need identified in the Spring 2022 survey are:<br>TK-1: Self-Management = 43%<br>3-5: Emotion regulation = 49%<br>Engagement = 61%<br>Sense of belonging = 62% | Expected growth for the 2022-23 school year:<br>TK-K: 53%<br>3-5: Emotion regulation = 59%<br>Engagement = 71%<br>Sense of belonging = 72%  |
| Attendance Data  | 2021-22 attendance data identified attendance as an area for growth.  | Attendance data for 2022-23 will be monitored. Goals for the 2022-23 school year is as follows:<br>The number of students with Chronic Absenteeism will decrease<br><br>The number of students referred to SARB will decrease |



| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Continue the implementation of PBIS through the CHAMPS model throughout the school. CHAMPS aims to improve student behavior plus strengthen learner engagement through clearly defined expectations.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

The PBIS Committee will meet monthly to guide actions relating to the improvement of school climate and provide targeted positive behavior support strategies to all staff to improve student behavior.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

The Safety Committee will review and update the Comprehensive School Safety Plan. The site will conduct monthly safety drills to ensure emergency preparedness for staff and students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

School-wide Shark Guidelines for Success will support and encourage positive student behavior. The Shark Store and Shark Dollars will serve to incentivize desired behavior.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,877

LCFF - Intervention  
4000-4999: Books And Supplies  
Incentives

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional development in the area of CHAMPS and Restorative Justice will be offered as needed.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

LCFF - Intervention  
5800: Professional/Consulting Services And  
Operating Expenditures  
Professional Development

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Create and maintain safe options for lunch/recess for students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Additional play equipment

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to use progressive discipline, positive reinforcement and restorative circles to help students when they make negative behavior choices.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus supervisors to monitor school grounds, supervise common areas to ensure a safe school environment.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13,000

LCFF  
2000-2999: Classified Personnel Salaries  
Extra hours-campus supervisors

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Increase attendance awareness/chronic absenteeism within parent community and staff. Attendance letters will be sent out regularly.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

LCFF - Intervention  
3000-3999: Employee Benefits

|       |  |
|-------|--|
|       | ORC and Counselor Extra Help   |
| 522   | LCFF - Intervention<br>3000-3999: Employee Benefits<br>ORC and School Counselor Benefits     |
| 2,500 | Title I<br>1000-1999: Certificated Personnel Salaries<br>ORC and School Counselor Extra Help |
| 209   | Title I<br>3000-3999: Employee Benefits<br>Classified and Certificated Benefits              |

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Implement attendance improvement campaign with students that includes school wide incentives (tees, certificates, pencils) to encourage perfect attendance.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1,500

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Attendance incentives

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Form a site School Attendance Review Committee (SARC) to analyze attendance data (bimonthly). Committee will include the site principal, and office assistant in charge of attendance, ORC and other site personnel.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of RTI/MTSS model through the SST process to identify student needs and develop a plan to support student success.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide on-site counseling and support services to students through the school counselor and outside agencies working with the school; Counselor will provide counseling support through individual and/or group support.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 2, Activity 9

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Students who are meeting academic and behavior expectations will be recognized through trimester awards.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

528

Source(s)

LCFF  
4000-4999: Books And Supplies  
Certificates, medals

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Coordinate transition meetings for incoming Kindergarteners and exiting 5th grade students (IEP).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
Substitutes for teachers to attend meetings

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A teacher liaison will support the Scholars After School Program and communicate with appropriate staff to support school needs by organizing curriculum, offering mentoring, and providing professional development for after school staff.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide extra-curricular activities to increase student connectedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LCFF  
1000-1999: Certificated Personnel Salaries  
Extra time

500

LCFF  
4000-4999: Books And Supplies  
Equipment, materials, supplies

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School counselor will promote health and wellness through class presentations and focus groups.



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monthly Fun Friday with art, games and music with the school counselor and ORC at lunch recess to support and incentivize positive behavior.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

See Goal 2, Activity 4

**Strategy/Activity 20**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide drug, alcohol and tobacco prevention education (Red Ribbon Week).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Intervention

4000-4999: Books And Supplies  
Materials and supplies

### Strategy/Activity 21

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Use of the Panorama Survey will provide data that identifies areas to enhance social and emotional learning.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 22

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Create a student leadership team (student council) to provide opportunities to foster leadership skills, communication, teamwork, organization and public speaking.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF  
4000-4999: Books And Supplies  
Materials, supplies

### Strategy/Activity 23

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Counselor will attend the American School Counselor Association conference for professional development to better support Marina West students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

LCFF

5800: Professional/Consulting Services And Operating Expenditures  
Counselor PD

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Throughout the 2021-2022 school year, Marina West continued to build on our PBIS/CHAMPS process by implementing a school-wide behavior and school climate program. Our program emphasized a proactive and positive behavior management approach that helped to address behavior before it occurred, data was collected on student behavior and needs, and implemented interventions. Teachers focused on implementing CHAMPS strategies in their classrooms to establish clear expectations for students while promoting a caring and safe environment and keeping students highly motivated. Within our PBIS Committee, school level representatives collaborated at monthly meetings and reviewed student discipline data and provided feedback and suggestions to stakeholders to improve student responsibility and safety.

The focus on building community and monitoring student behavior yielded positive results. We saw student growth, particularly in the areas of self-management and social awareness. As a result, we will continue to build on strengthening sense of belonging, engagement and emotion regulation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will continue to focus on systematically improving our school climate throughout school, both in and out of the classroom. The Panorama Survey, discipline referrals and observational data will

be used to ascertain areas of need and areas of strength. The Shark Store and Shark dollars were well received in the 2021-22 school year by the student population and served to incentivize positive and safe behavior.

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

Analysis of the Panorama Survey data resulted in a need to improve emotion regulation, engagement, and sense of belonging. At Marina West, we will continue to strengthen our PBIS and CHAMPS model and monitor those key indicators of school climate. Changes that will be made to this plan include forming a school attendance review committee to monitor attendance and intervene with support in a timely manner as well increasing attendance awareness with the parent/guardian community. A priority for our student population, includes creating and maintaining safe options for lunch/recess for students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through the school website and social media so parents and community are informed about district and school instructional programs and activities  
To facilitate parent involvement in the educational and social-emotional well-being of their children

## Annual Measurable Outcomes

| Metric/Indicator                        | Baseline/Actual Outcome   | Expected Outcome   |
|---|---|--|
| Parent Attendance to Meetings/Workshops | Average attendance:<br>ELAC 5 people<br>Fall Conferences 84%<br>Back to School Night 60%<br>Family Nights/Workshops 13 people | ELAC increase to at least 15 for each meeting<br>Fall Conferences increase to 95%<br>Back to School Night Increase to 80%<br>Family Nights/Workshops increase to 25 people |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ORC will organize and staff will provide workshops for parents that will increase parent participation on topics of interest to parents (i.e. CAFE, academic presentations by teachers, attendance).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)   |
|-----------|---|
| 5,540     | Title I<br>2000-2999: Classified Personnel Salaries<br>Classified Extra Help  |
| 3,000     | Title III<br>2000-2999: Classified Personnel Salaries<br>Classified Extra Help (babysitting)                        |
| 6,000     | LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Travel and Conferences (CAFE), Parent Participation |

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Parents will be included in the revision of the Student-Parent Compact and Parent Involvement Policy, both of which delineate how Marina West School will support the important role of parents in the education of their children.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 250       | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Graphics and publications |

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Invite parents to attend meetings to discuss student progress (i.e. IEP, SST, 504, parent-teacher conferences in the fall and spring).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, English Learners, Migrant

#### Strategy/Activity

Provide parent involvement forums (i.e. ELAC, SSC, PTA, Coffee with the Principal, Coffee with the ORC and Counselor, Back to School Night); Translation will be offered for in-person and virtual meetings. Coffee with the ORC and Counselor and principal will include topics such as wellness nights, guest speakers and resources. Title I meeting(s) will inform stakeholders about Title I funding and how it supports student success.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

Title I  
2000-2999: Classified Personnel Salaries  
Translation

200

LCFF  
5900: Communications  
Materials and supplies

2,640

Title III  
2000-2999: Classified Personnel Salaries  
Translation

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents of English learners eligible for reclassification to participate in reclassification meetings and celebration.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title III  
5000-5999: Services And Other Operating Expenditures  
Supplies, Materials, Refreshments

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Seek parent feedback about English learner programs, needs, and school climate through parent meetings and surveys (i.e. English learner needs assessment).

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title III  
5000-5999: Services And Other Operating Expenditures  
Supplies and materials

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students



Strategy/Activity

Host a Family Night per trimester to include parents in their child's learning. Examples include: reading, math, science, movie, picnic, bingo.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I  
1000-1999: Certificated Personnel Salaries  
Extra time for teachers

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Host community experts during parent engagement nights.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Consulting services

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 1,500     | LCFF<br>2000-2999: Classified Personnel Salaries<br>Extra help, translation, babysitting |
| 495       | LCFF<br>3000-3999: Employee Benefits<br>Employee Benefits                                |

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Frequent parent communication to strengthen home-school relationship through Blackboard Connect, school website, flyers, marquee announcements, social media and teacher communication platforms.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 500       | Title I<br>5900: Communications<br>Parent/Guardian communication |

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Migrant, foster youth, homeless

### Strategy/Activity

ORC to provide ongoing case management and provide a needs assessment to special population students (migrant, foster youth, homeless).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Home visits by ORC and Counselor to support families as needed.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ORC and counselor to hold "Welcome to Marina West" one-to-one meetings with new incoming students/families and discuss school expectations and policies. This will be an opportunity to complete a needs assessment and address any possible barriers to school success.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 14

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

ORC will conduct mini-SARB meetings with families to address attendance concerns and create an attendance plan.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost - See goal 2, activity 9

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

**Strategy/Activity**

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

**Strategy/Activity**

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

With a return to in-person learning for the 21-22 school year, we worked to strengthen our focus on increasing parent engagement and attendance across all school meetings and forums. Attendance proved to be a challenge with COVID cases remaining present. Parents were encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal meetings. Families are an integral part of student success. At Marina West, we value their input and continued support in student achievement and providing opportunities for parents to participate in a variety of meetings and settings will help increase student success. We also provided Parent Nights that focused not only on academics, but also attendance and social emotional support for families.

Despite efforts to increase attendance and parent participation, we fell short of our goals. We plan to continue to reach out using various platforms and increase the frequency of our efforts to reach as many parents as possible.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had a slight increase in the number of parents attending meetings and parent nights. We plan to continue to focus on increasing parent participation and attendance at our meetings and events to increase parent connectedness.

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

Parent meetings resulted in some parent participation, but not as much as we hoped for. We had greater success in grade level family nights focusing on academics. We will continue to implement strategies and communication (Monthly Calendar, Black Board Connect, Peach Jar, Calls home, Parent Leaders) to help increase parent participation. We will be offering more workshops/family nights on topics of interest to parents such as homework help, reading strategies for home reading and math night.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description   | Amount       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$69,629     |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$156,751.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Amount (\$) |
|------------------|-------------|
| Title I          | \$50,999.00 |
| Title III        | \$18,630.00 |

Subtotal of additional federal funds included for this school: \$69,629.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Amount (\$) |
|-------------------------|-------------|
| LCFF                    | \$71,223.00 |
| LCFF - Intervention     | \$15,899.00 |

Subtotal of state or local funds included for this school: \$87,122.00

Total of federal, state, and/or local funds for this school: \$156,751.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source      | Amount    | Balance   |
|---------------------|-----------|-----------|
| Title I             | 50,999    | 0.00      |
| Title III           | 18,630.00 | 0.00      |
| LCFF                | 96,009    | 24,786.00 |
| LCFF - Intervention | 16,899    | 1,000.00  |

## Expenditures by Funding Source

| Funding Source      | Amount    |
|---------------------|-----------|
| LCFF                | 71,223.00 |
| LCFF - Intervention | 15,899.00 |
| Title I             | 50,999.00 |
| Title III           | 18,630.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source      | Amount    |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | LCFF                | 36,000.00 |
| 2000-2999: Classified Personnel Salaries                          | LCFF                | 14,500.00 |
| 3000-3999: Employee Benefits                                      | LCFF                | 495.00    |
| 4000-4999: Books And Supplies                                     | LCFF                | 8,028.00  |
| 5000-5999: Services And Other Operating Expenditures              | LCFF                | 6,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF                | 6,000.00  |
| 5900: Communications  | LCFF                | 200.00    |
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Intervention | 8,000.00  |
| 3000-3999: Employee Benefits                                      | LCFF - Intervention | 3,522.00  |

|   |                     |           |
|---|---------------------|-----------|
| 4000-4999: Books And Supplies                                     | LCFF - Intervention | 2,877.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Intervention | 1,500.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I             | 18,000.00 |
| 2000-2999: Classified Personnel Salaries                          | Title I             | 7,540.00  |
| 3000-3999: Employee Benefits                                      | Title I             | 209.00    |
| 4000-4999: Books And Supplies                                     | Title I             | 16,500.00 |
| 5000-5999: Services And Other Operating Expenditures              | Title I             | 5,250.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I             | 3,000.00  |
| 5900: Communications  | Title I             | 500.00    |
| 1000-1999: Certificated Personnel Salaries                        | Title III           | 6,000.00  |
| 2000-2999: Classified Personnel Salaries                          | Title III           | 5,640.00  |
| 5000-5999: Services And Other Operating Expenditures              | Title III           | 6,990.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 98,740.00          |
| Goal 2      | 28,136.00          |
| Goal 3      | 29,875.00          |



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members          | Role                       |
|--------------------------|----------------------------|
| Elva Gonzales-Nares      | Principal                  |
| Lisa Baird-Mayeda        | Classroom Teacher          |
| Rebecca Williams-Meza    | Classroom Teacher          |
| Nichole Flores           | Classroom Teacher          |
| Reyna Moreno             | Other School Staff         |
| Alejandra Flores         | Parent or Community Member |
| Leticia Ceja             | Parent or Community Member |
| Gabriela Vazquez Vidrio  | Parent or Community Member |
| Norelena Botello Aguirre | Parent or Community Member |
| Eva Barraza              | Parent or Community Member |

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


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



| Signature   | Committee or Advisory Group Name   |
|---|------------------------------------|
|  | School Site Council                |
|  | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 6/6/2022.

Attested:

|   |  |
|---|--|
|  | Principal, Elva Gonzales-Nares on June 6, 2022     |
|  | SSC Chairperson, Lisa Baird-Mayeda on June 6, 2022 |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

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

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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