

School Year: **2022-23**



# 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
Thurgood Marshall K-8 School	56725380100362	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.

Marshall TK-8 Academy of Visual and Performing Arts focuses on SEI instruction. Our school mission is to inspire students to reach their highest potential and our vision is to create and maintain a culture of safety, academic success, and a college and career-going mindset for all students. Through the mediums of technology and visual and performing arts, we inspire students to reach their highest potential and become leaders in their community.

Marshall staff provides an environment that fosters support for all students in TK-8th grade. Our special programs include Deaf and Hard of Hearing, Language and Learning, and Visually Impaired. Our visual and performing arts program is under development.

The focus at Thurgood Marshall School is optimal learning for every student. The Oxnard School District Student Profile guides our certificated and classified staff in preparing students for future career opportunities. Our instructional staff regularly reflect on best practices to monitor student progress and plan instruction. We collaborate to align instruction to the Common Core Standards for all subject areas. The staff reference district assessment timelines to ensure that curricular areas are covered in a timely manner and that all children are engaged in learning. The Administrators monitor instruction through regular classroom visitations and student monitoring conferences with individual

teachers and grade levels. This year, Marshall will have the support of one site ISP teacher to help support instruction in the areas of Language Arts and Math.

Thurgood Marshall School staff are proficient at using data to guide their teaching and student learning with ongoing progress monitoring data of individual students. Throughout the year, teachers participate in regularly scheduled staff development. Grade level teams collaborate on the essential standards in language arts, mathematics, and English Language Development (ELD). Teachers share grade-level data to plan lessons that embed instructional strategies and differentiate for students' individual needs. PLC teams analyze data from the district and school-based assessments. Summative and formative data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify when students need intervention, and target specific needs of individual students.

The staff recognizes that students coming to school this academic year have growing academic and social-emotional needs. Marshall's goal for the 2022-2023 year is to focus on student-centered instruction that allows for rigorous questioning and opportunities for writing across the curriculum. Marshall intends to focus on collaboration to help shift the teaching pedagogy by focusing on data-driven and standards-based instruction while continuing to incorporate twenty-first-century learning skills. For targeted students, specific interventions and in-class interventions are offered. The CST/SST Team continues to implement and refine the Multi-Tiered System of Supports (MTSS) model. Marshall conducts regularly scheduled Student Success Team (SST) meetings with a panel of staff members to address the needs of at-risk students.

English Language Development instruction is a priority. The ELD standards are the guide for instruction and teachers use Wonders curriculum and core subject matter to develop student understanding. To ensure that ELD instruction is targeted to students' skill levels, teachers collaborate for ELD, grouping students based on ELPAC levels. Students have daily required ELD time to practice academic vocabulary, acquire English language skills, and become proficient in English. Grade level collaboration meetings and student monitoring conferences are held to track student progress and plan strategies to address student needs. Designated and Integrated ELD instruction is implemented through the curriculum in language arts and mathematics and other curricular subjects. Integrated ELD strategies and evidence-based practices provide support to EL students.

Our site is home to the Deaf and Hard of Hearing (DHH) and Visually Impaired programs that serve students throughout the district and county for the VHH program. The students in our programs are integrated into general education classes when appropriate. Marshall has five Special Education Teachers who provide instruction and support to our students in K-8th grades. Some students are assigned a one-to-one paraeducator to provide behavior support. Some paraeducators are OSD employees and some are from outside agencies.

Additional programs are used in order to provide our students with various learning opportunities. The Accelerated Reader (AR) program helps all students to hone their comprehension skills and encourage a love of reading. The online myON program supports reading progress for students. Lexia Core 5 and Power Up support our students with intervention and enrichment in reading support. ST Math provides additional support in the area of Math. Technology is utilized by all classes for research, and the use of software programs allows students additional time to practice and develop their skills in reading and mathematics.

Thurgood Marshall School's highly qualified teachers meet the district and state guidelines. Common Core training in the areas of reading/language arts and mathematics empowers our staff to deliver

effective instruction. The staff regularly participates in high-quality, district-approved training in all core disciplines, including technology.

Marshall School continues to incorporate a safe and positive learning environment with the lead of our Positive Behavior Intervention Support (PBIS) Team. There is a school-wide implementation of CHAMPS at Marshall and staff use a progressive discipline model to respond to student behavior in the classroom, on the playground, and at the administration level. The PBIS team meets on a regular basis to analyze data and identify areas of need and focus on the campus in order to help strengthen the positive learning environment. The school counselor provides Social-Emotional lessons to classes, in addition to restorative circles and mindful practices.

Parent involvement is a key element for the continued academic success at Marshall School. Teachers regularly communicate with parents by phone, through the Canvas Parent App, through text messages, on school websites, on social media, through e-mails, and at conferences. Parents are invited to a variety of general parent meetings, family nights, and virtual classroom activities. Opportunities to volunteer are made available throughout the year. Parents are conforming to the Oxnard School District guidelines for volunteers to go through the background clearance process (this is currently suspended due to COVID guidelines). Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Parenting classes share knowledge and practices that benefit families and helps parents to better support their children's learning. Throughout the year, parents are offered a list of opportunities to receive training and be involved in the school program through PTA, School Site Council, ELAC, and "Coffee with the Principal and Parents."

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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.

Formal observations are conducted two to three times a year, with the direction from Human Resources as to who will be evaluated. Informal observations and walkthroughs occur as often as every day, but no less than once a week. Through the walkthroughs and observations, it was evident that a shift in pedagogy was needed to lead the direction of the need in not only our school site but district focus as well. Through discussions with the school leadership team, it was noted that the academic and instructional focus this year needed to be focused on student-centered standard-based instruction, increasing rigor and teacher collaboration.

## 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)

The teaching staff have had professional development opportunities focusing on Star assessment monitoring and data interpretation as well as CAASPP IAB (Interim Assessment Blocks) assessments that provide data which helps to drive and modify instruction. The school leadership team analyzed the prior year's and the fall data at the beginning of the school year to reflect on instructional practices and plan for the vision and goals for academic school year.

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

Teachers utilize Star assessments, ELLevations, and CAASPP IAB resources to help monitor student progress throughout the school year. PLC's are held every other Tuesday to focus on analyzing data to make instructional decisions for lessons and utilize the cycle of inquiry to guide their professional practice.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures 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)

Marshall has dedicated two staff meetings per month to specific collaboration and two staff meetings for Professional Learning Community collaboration.

## 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 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)

At Marshall school we have a Multi-Tiered Systems of Support (MTSS) model that we follow that allows for identification of targeted interventions. Staff is trained to focus on targeted interventions and a variety of materials and strategies are provided to assist students in effectively meeting their targets.

Evidence-based educational practices to raise student achievement

Teachers are trained to provide evidence based instructional practices to raise student achievement for all students. This includes Para-educator support for grades Kinder to 3rd grade, district TOSAs (science, social science, ELD, Ed Tech) and our district Math Manager, as well as lead teachers on campus specializing in certain academic areas of focus. Additional time is given for teacher collaboration which includes ongoing review of assessment results and strategies.

## **Parental Engagement**

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

Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC and "Coffee with Principal" are regular opportunities and are open to all interested parents. PTA is another growing organization that gives parents the opportunity to meet and plan supports for our school. Virtual Family Nights are open to parents and families. During the 2022-23 school year, Virtual Family Nights are planned for AVID, Mathematics, Canvas and Music and the Arts.



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)

Parents, community representatives, teachers and other school personnel stakeholders are part of input and decision making in regard to the design and implementation of the SPSA and budget. Our Middle School orientation meetings are held annually to inform parents about the academy stand, A-G requirements and an overview of opportunities of the middle school.

## Funding

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

Marshall uses its Title funds to target and support under performing students. The Intervention Support Provider (ISP) Teachers focus on targeted struggling students and identify specific needs of the students to develop lessons to help close the achievement gap. The services also include teacher collaboration specifically focused on data analysis which will help to drive instruction to meet the needs of under performing students, specifically English Learners, African American students, Foster Youth, Homeless and Special Education Students. Title III funds specifically support opportunities such as after school tutoring for under performing English Learners.

## 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 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**

In collaboration with the school leadership team, Marshall staff and ELAC review and provide input for the SPSA plan in order to recommend the SPSA to School Site Council. The SPSA is approved annually, however, School Site Council meets on a monthly basis to monitor the goals and actions and overall spending of categorical dollars. Any changes to the plan are reviewed and approved by stakeholders for the recommendation and resubmission to School Site Council for final approval.

## **Resource Inequities**

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

The last full academic year, our students were unable to receive in-person tutoring and the school was unable to further develop the Visual and Performing Arts strand focus. However, the expenditures for health and safety were increased. Additionally, our site was unable to secure an Intervention Support Provider (ISP). Monies dedicated towards this were spent on additional library books, K-5 headphones and iPad cords/plugs.



# 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	0.42%	0.4%	%	3	3	
African American	3.89%	3.3%	%	28	26	
Asian	1.39%	1.4%	%	10	11	
Filipino	3.34%	2.6%	%	24	21	
Hispanic/Latino	82.48%	83.8%	%	593	669	
Pacific Islander	0.28%	0.3%	%	2	2	
White	6.82%	6.8%	%	49	54	
Multiple/No Response	1.39%	1.5%	%	10	12	
<b>Total Enrollment</b>				719	798	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	95	89	
Grade 1	77	78	
Grade 2	93	75	
Grade3	101	91	
Grade 4	98	98	
Grade 5	93	99	
Grade 6	91	100	
Grade 7	71	98	
Grade 8		70	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	719	798	

### Conclusions based on this data:

This data shows that Marshall has a high population of Hispanic/Latinx youth and a significant amount of African American youth. The student population has grown due to the completion of the TK-8th grade roll up during the 2021-2022 school year. Our Outreach Specialist and Counselor help support all students who are entering

Marshall and educating students in 8th grade about A-G Requirements in High School. Additionally, some of our staff attend the African American Parent meeting made available to all parents.

# 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	231	207	182	39.0%	28.8%	22.80%
Fluent English Proficient (FEP)	37	88	118	6.2%	12.2%	14.80%
Reclassified Fluent English Proficient (RFEP)	15	49	31	6.5%	21.2%	3.90%

### Conclusions based on this data:

Our data shows that 22.8% of students are English Learners and 15.5% are reclassified students. Teachers continue to incorporate reading and writing into all core subjects across the curriculum. Staff is trained on how to incorporate various teaching strategies to improve language instruction for the English Language Learner. Staff use integrated ELD strategies and evidence based practices during instruction to support EL students.

# School and Student Performance Data

## Star Early Literacy

Thurgood Marshall K-8 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>	75	7	9%	5	7%	3	4%	60	80%	4	826
<b>Grade 1</b>	69	18	26%	11	16%	4	6%	36	52%	4	835
<b>Grade 2</b>	7	7	100%	0	0%	0	0%	0	0%	1	782

### Conclusions based on this data:

Our data reflects that many of our Kindergarten students are at a level three (At/Above Benchmark) on the Star Early Literacy. Pupils in the 1st grade are at 64% At/Above Benchmark. This reflects a learning gap in this grade with the remaining students falling in levels one, two and three.

Those students in the 2nd grade who were assessed with the Early Literacy test (which is only given to 2nd graders when they score below a certain threshold on the Star Reading) will need support as four of the six scored in Level 1. These scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher.

# School and Student Performance Data

## Star Reading

Thurgood Marshall K-8 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>	30	10	33%	12	40%	6	20%	2	7%	1	892
<b>Grade 3</b>	46	19	41%	10	22%	9	20%	8	17%	2	951
<b>Grade 4</b>	93	35	38%	16	17%	26	28%	16	17%	2	995
<b>Grade 5</b>	91	45	49%	20	22%	18	20%	8	9%	2	1006
<b>Grade 6</b>	91	35	38%	21	23%	31	34%	4	4%	2	1034
<b>Grade 7</b>	75	18	24%	23	31%	29	39%	5	7%	2	1079
<b>Grade 8</b>	1	1	100%	0	0%	0	0%	0	0%	1	947

### Conclusions based on this data:

School-wide our grade levels hovered around the STAR Reading Average of 2.7. In teasing out the levels in which students fell within the same average percentage. Like the Early Literacy, these scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher. Similar to our conclusion about ELA scores, our site team concluded that the data from the spring assessment is not fully valid since the testing environments could not be determined as adequate testing environments.

# School and Student Performance Data

## Star Math

Thurgood Marshall K-8 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>	70	16	23%	28	40%	23	33%	3	4%	2	846
<b>Grade 2</b>	33	14	42%	6	18%	11	33%	2	6%	2	900
<b>Grade 3</b>	48	19	40%	11	23%	11	23%	7	15%	2	959
<b>Grade 4</b>	93	27	29%	32	34%	18	19%	16	17%	2	1006
<b>Grade 5</b>	89	61	69%	17	19%	6	7%	5	6%	1	1001
<b>Grade 6</b>	93	45	48%	26	28%	17	18%	5	5%	1	1041
<b>Grade 7</b>	74	28	38%	35	47%	7	9%	4	5%	2	1067
<b>Grade 8</b>	77	54	70%	10	13%	5	6%	8	10%	1	1056

### Conclusions based on this data:

In grades 3rd through 8th, students average level was 2.6. However, in first-grade students averaged at level 3.6, and in 2nd grade, the students' average level was 3. Like the Early Literacy, these scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher. Our site time included that the data from the spring assessment is not fully valid since the testing environments could not be determined as adequate testing environments.



# 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	87	99		86	97		86	97		98.9	98	
Grade 4	64	86		64	86		64	86		100	100	
Grade 5	70	65		70	65		70	65		100	100	
Grade 6		66			66			66			100	
All Grades	221	316		220	314		220	314		99.5	99.4	

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	2427.	2401.		27.91	19.59		26.74	12.37		19.77	29.90		25.58	38.14	
Grade 4	2441.	2460.		14.06	20.93		28.13	26.74		23.44	19.77		34.38	32.56	
Grade 5	2462.	2496.		12.86	15.38		17.14	35.38		25.71	23.08		44.29	26.15	
Grade 6		2497.			10.61			24.24			28.79			36.36	
All Grades	N/A	N/A	N/A	19.09	17.20		24.09	23.57		22.73	25.48		34.09	33.76	

### 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 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	24.42	14.43		44.19	51.55		31.40	34.02	
Grade 4	14.06	17.44		48.44	60.47		37.50	22.09	
Grade 5	17.14	20.00		38.57	52.31		44.29	27.69	
Grade 6		9.09			51.52			39.39	
All Grades	19.09	15.29		43.64	54.14		37.27	30.57	

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

Writing Producing clear and purposeful writing									
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	20.93	14.43		48.84	44.33		30.23	41.24	
Grade 4	10.94	16.28		53.13	48.84		35.94	34.88	
Grade 5	18.57	21.54		40.00	55.38		41.43	23.08	
Grade 6		16.67			53.03			30.30	
All Grades	17.27	16.88		47.27	49.68		35.45	33.44	

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

Listening Demonstrating effective communication skills									
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	24.42	12.37		55.81	62.89		19.77	24.74	
Grade 4	10.94	12.79		68.75	73.26		20.31	13.95	
Grade 5	12.86	7.69		52.86	73.85		34.29	18.46	
Grade 6		10.61			71.21			18.18	
All Grades	16.82	11.15		58.64	69.75		24.55	19.11	

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>Research/Inquiry 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>	32.56	20.62		45.35	46.39		22.09	32.99	
<b>Grade 4</b>	20.31	17.44		53.13	58.14		26.56	24.42	
<b>Grade 5</b>	21.43	29.23		41.43	44.62		37.14	26.15	
<b>Grade 6</b>		7.58			57.58			34.85	
<b>All Grades</b>	25.45	18.79		46.36	51.59		28.18	29.62	

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

**Conclusions based on this data:**

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. In the 2018-2019 school year, in the area of reading, all grade levels decreased the number of students below standard by almost 7%. In writing, we also decreased the number of students below the standard by 2%. Listening also decreased by 5% for students performing below the standard. Research and Inquiry increased slightly by 1%. By closely monitoring individual student progress data and identifying students not making adequate progress, students who need extra support will receive reteaching, small group instruction and other interventions as appropriate. Formative and evaluative evaluations will contribute to a clear understanding of individual student progress. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments.

# 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	87	99		86	98		86	98		98.9	99	
Grade 4	64	86		64	86		64	86		100	100	
Grade 5	70	65		70	65		70	65		100	100	
Grade 6		66			66			66			100	
All Grades	221	316		220	315		220	315		99.5	99.7	

\* 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	2409.	2413.		9.30	17.35		29.07	21.43		29.07	21.43		32.56	39.80	
Grade 4	2433.	2451.		3.13	6.98		23.44	27.91		37.50	33.72		35.94	31.40	
Grade 5	2450.	2469.		4.29	10.77		15.71	9.23		24.29	36.92		55.71	43.08	
Grade 6		2477.			3.03			12.12			45.45			39.39	
All Grades	N/A	N/A	N/A	5.91	10.16		23.18	18.73		30.00	33.02		40.91	38.10	

### 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>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</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>	18.60	22.45		40.70	31.63		40.70	45.92	
<b>Grade 4</b>	14.06	16.28		28.13	33.72		57.81	50.00	
<b>Grade 5</b>	7.14	12.31		28.57	33.85		64.29	53.85	
<b>Grade 6</b>		4.55			37.88			57.58	
<b>All Grades</b>	13.64	14.92		33.18	33.97		53.18	51.11	

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>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>	19.77	23.47		51.16	42.86		29.07	33.67	
<b>Grade 4</b>	7.81	15.12		54.69	48.84		37.50	36.05	
<b>Grade 5</b>	8.57	9.23		34.29	47.69		57.14	43.08	
<b>Grade 6</b>		4.55			42.42			53.03	
<b>All Grades</b>	12.73	14.29		46.82	45.40		40.45	40.32	

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>	17.44	20.41		52.33	37.76		30.23	41.84	
<b>Grade 4</b>	9.38	16.28		45.31	46.51		45.31	37.21	
<b>Grade 5</b>	7.14	7.69		45.71	44.62		47.14	47.69	
<b>Grade 6</b>		6.06			48.48			45.45	
<b>All Grades</b>	11.82	13.65		48.18	43.81		40.00	42.54	

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.

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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:**

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, overall our mathematics scores did not show as significant growth as our Language Arts scores. Marshall improved in the percentage of students above standard and decreased in the number of students below standard for concepts and procedures. Grades 3 and 4 showed a slight decrease in overall achievement. All grade levels showed an increase in the area of problem-solving & modeling/analysis, concepts and procedures, and communicating reasoning. Through close progress monitoring of individual student progress in Mathematics, students not making adequate progress will be given reteaching of concepts and skills. Small group instruction will give extra support to students with their outcomes closely monitored by teachers. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments. Teachers are receiving additional strategies that incorporate Math Mindset to help improve instruction.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1419.6	1415.7	1461.6	1428.0	1422.1	1467.8	1400.0	1400.9	1447.2	57	31	11
<b>1</b>	1441.3	1461.6	*	1453.0	1473.4	*	1429.0	1449.2	*	41	45	10
<b>2</b>	1483.5	1492.6	1469.0	1475.6	1501.0	1465.9	1491.0	1483.6	1471.6	52	41	16
<b>3</b>	1479.4	1478.6	1479.0	1467.2	1465.4	1479.5	1491.1	1491.3	1478.0	35	27	40
<b>4</b>	1491.8	1487.5	1486.2	1480.3	1469.7	1480.9	1502.9	1504.7	1491.1	16	27	31
<b>5</b>	1527.0	1529.0	1518.0	1518.0	1515.4	1521.4	1535.3	1542.0	1513.9	20	12	14
<b>6</b>		*	1531.9		*	1528.1		*	1535.4		5	15
<b>7</b>			1528.7			1526.0			1531.1			12
<b>All Grades</b>										221	188	152

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	31.58	12.90	27.27	29.82	45.16	27.27	24.56	19.35	45.45	*	22.58	0.00	57	31	11
<b>1</b>	*	22.22	*	46.34	33.33	*	*	26.67	*	*	17.78	*	41	45	*
<b>2</b>	50.00	17.07	6.25	23.08	48.78	56.25	*	31.71	18.75	*	2.44	18.75	52	41	16
<b>3</b>	*	0.00	0.00	37.14	40.74	39.47	*	40.74	52.63	*	18.52	7.89	35	27	38
<b>4</b>		11.11	3.70	*	51.85	48.15	*	22.22	18.52	*	14.81	29.63	16	27	27
<b>5</b>	*	16.67	7.14	55.00	50.00	28.57	*	33.33	57.14		0.00	7.14	20	12	14
<b>6</b>		*	15.38		*	53.85		*	30.77		*	0.00		*	13
<b>7</b>			25.00			25.00			25.00			25.00			12
<b>All Grades</b>	28.96	14.36	8.39	36.65	43.62	39.16	19.00	28.72	37.76	15.38	13.30	14.69	221	188	143

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	38.60	22.58	27.27	26.32	35.48	45.45	*	22.58	27.27	19.30	19.35	0.00	57	31	11
<b>1</b>	36.59	35.56	*	31.71	28.89	*	*	31.11	*	*	4.44	*	41	45	*
<b>2</b>	55.77	39.02	25.00	30.77	46.34	25.00	*	12.20	43.75	*	2.44	6.25	52	41	16
<b>3</b>	31.43	7.41	23.68	31.43	48.15	50.00	*	22.22	7.89	*	22.22	18.42	35	27	38
<b>4</b>	*	25.93	11.11	*	48.15	55.56	*	14.81	18.52	*	11.11	14.81	16	27	27
<b>5</b>	60.00	33.33	28.57	*	50.00	50.00	*	16.67	21.43		0.00	0.00	20	12	14
<b>6</b>		*	23.08		*	69.23		*	7.69		*	0.00		*	13
<b>7</b>			41.67			33.33			8.33			16.67			12
<b>All Grades</b>	41.18	28.72	23.08	32.58	41.49	46.85	13.57	20.21	18.18	12.67	9.57	11.89	221	188	143

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	22.81	12.90	27.27	*	41.94	0.00	47.37	25.81	72.73	*	19.35	0.00	57	31	11
<b>1</b>	*	13.33	*	*	35.56	*	34.15	24.44	*	39.02	26.67	*	41	45	*
<b>2</b>	40.38	9.76	6.25	21.15	36.59	50.00	*	29.27	25.00	23.08	24.39	18.75	52	41	16
<b>3</b>	*	3.70	0.00	40.00	14.81	15.79	*	70.37	55.26	*	11.11	28.95	35	27	38
<b>4</b>		11.11	3.70	*	40.74	18.52	*	29.63	37.04	*	18.52	40.74	16	27	27
<b>5</b>	*	8.33	0.00	*	41.67	28.57	*	41.67	42.86	*	8.33	28.57	20	12	14
<b>6</b>		*	7.69		*	30.77		*	46.15		*	15.38		*	13
<b>7</b>			8.33			25.00			25.00			41.67			12
<b>All Grades</b>	20.81	10.11	5.59	26.70	35.11	21.68	28.96	34.57	44.06	23.53	20.21	28.67	221	188	143

2019-20 Data:

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



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	54.39	12.90	45.45	33.33	74.19	54.55	*	12.90	0.00	57	31	11
<b>1</b>	60.98	51.11	*	*	40.00	*	*	8.89	*	41	45	*
<b>2</b>	55.77	31.71	37.50	38.46	63.41	50.00	*	4.88	12.50	52	41	16
<b>3</b>	*	3.70	32.43	51.43	66.67	48.65	*	29.63	18.92	35	27	37
<b>4</b>	*	14.81	19.23	81.25	70.37	57.69	*	14.81	23.08	16	27	26
<b>5</b>	*	8.33	7.14	*	91.67	85.71		0.00	7.14	20	12	14
<b>6</b>		*	7.69		*	84.62		*	7.69		*	13
<b>7</b>			0.00			72.73			27.27			11
<b>All Grades</b>	47.06	25.53	23.57	40.72	62.77	60.00	12.22	11.70	16.43	221	188	140

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	33.33	35.48	27.27	43.86	41.94	63.64	22.81	22.58	9.09	57	31	11
<b>1</b>	34.15	26.67	*	46.34	64.44	*	*	8.89	*	41	45	*
<b>2</b>	59.62	48.78	18.75	30.77	48.78	68.75	*	2.44	12.50	52	41	16
<b>3</b>	60.00	33.33	35.14	*	44.44	51.35	*	22.22	13.51	35	27	37
<b>4</b>	*	44.44	30.77	*	40.74	53.85	*	14.81	15.38	16	27	26
<b>5</b>	75.00	75.00	53.85	*	8.33	46.15		16.67	0.00	20	12	13
<b>6</b>		*	58.33		*	41.67		*	0.00		*	12
<b>7</b>			80.00			20.00			0.00			10
<b>All Grades</b>	48.87	40.43	36.76	36.20	46.81	52.21	14.93	12.77	11.03	221	188	136

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	18.18	77.19	77.42	81.82	*	22.58	0.00	57	31	11
<b>1</b>	*	28.89	*	48.78	44.44	*	29.27	26.67	*	41	45	*
<b>2</b>	50.00	17.07	43.75	*	53.66	37.50	30.77	29.27	18.75	52	41	16
<b>3</b>	*	3.70	0.00	45.71	59.26	57.89	42.86	37.04	42.11	35	27	38
<b>4</b>		11.11	3.85	*	66.67	53.85	*	22.22	42.31	16	27	26
<b>5</b>	*	25.00	7.14	70.00	58.33	71.43	*	16.67	21.43	20	12	14
<b>6</b>		*	0.00		*	53.85		*	46.15		*	13
<b>7</b>			16.67			25.00			58.33			12
<b>All Grades</b>	23.53	14.36	9.86	51.58	57.98	53.52	24.89	27.66	36.62	221	188	142

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	43.86	61.29	27.27	38.60	22.58	63.64	*	16.13	9.09	57	31	11
<b>1</b>	*	8.89	*	43.90	62.22	*	43.90	28.89	*	41	45	*
<b>2</b>	30.77	9.76	0.00	57.69	75.61	81.25	*	14.63	18.75	52	41	16
<b>3</b>	34.29	7.41	10.81	45.71	85.19	59.46	*	7.41	29.73	35	27	37
<b>4</b>	*	25.93	3.70	68.75	59.26	62.96		14.81	33.33	16	27	27
<b>5</b>	*	16.67	0.00	*	83.33	64.29		0.00	35.71	20	12	14
<b>6</b>		*	9.09		*	90.91		*	0.00		*	11
<b>7</b>			0.00			81.82			18.18			11
<b>All Grades</b>	33.03	21.28	7.19	48.42	62.77	66.91	18.55	15.96	25.90	221	188	139

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:**

Due to COVID-19 and the school closures, there is no ELPAC data for the 2019-2020 school year. However, Marshall did have a reclassification rate of 15%. For the 2018-2019 school year, 19% of Marshall's English Learners were Reclassified. Teachers continue to provide strategies and support for the EL's in the classroom. Teachers provide students opportunities to practice ELPAC type questions throughout the school year. 6th-8th grade teachers are targeting long-term EL students by incorporating AVID Excel strategies into the classroom in addition to planning and designing lessons to meet the needs of English Learners.

# 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
Star Early Literacy Assessment	Fall 2022 Baseline Data Percentage of students who scored At/Above benchmark: Kinder - 73% Grade 1 - 64%	Students in grades K-1 who meet or exceed the benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Early Literacy Assessment and 3-5% of students will move from approaching to meeting and or exceeding on the STAR Early Literacy Assessment.
Star Reading	Fall 2022 Baseline Data Percentage of students who scored At/Above benchmark: Grade 2 - 42% Grade 3 - 40% Grade 4 - 34% Grade 5 - 43% Grade 6 - 38%. Grade 7 - 33% Grade 8 - 37%	Students in grades 2 -8 who meet or exceed the benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Reading Assessment and 3-5% of students will move from approaching to meeting and or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		exceeding on the STAR Reading Assessment.
Star Math	Fall 2022 Baseline Data Percentage of students who scored At/Above benchmark: Grade 1 - 81% Grade 2 - 57% Grade 3 - 33% Grade 4 - 26% Grade 5 - 46% Grade 6 - 39% Grade 7 - 31% Grade 8 - 32%	Students in grades 1-8 who meet or exceed the benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Math Assessment and 3-5% of students will move from approaching to meeting and or exceeding on the STAR Math Assessment.
Reclassification Rates	Reclassification Rates 11% (20) of EL students in grades 3-7 reclassified during the 2021-2022 school year.	The reclassification rate of EL students will increase by at least 20%.
CAASPP Math	2018-2019 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 38% Grade 4 - 35% Grade 5 - 20% Grade 6 - 15%	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from approaching to meeting and or exceeding the SBAC standards in Math.
CAASPP ELA	2018-2019 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 32% Grade 4 - 48% Grade 5 - 50% Grade 6 - 32%	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from approaching to meeting and or exceeding the SBAC standards in ELA.

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.

This goal pertains to all students including English Learners, Foster Youth, Homeless, Special Education and African American population groups.

**Strategy/Activity**

The District Math Manager will support teachers in implementing Math Mindset strategies, State Standards and framework for math, district adopted curriculum and ST Math.  
The Science and Social Science TOSAs will support teachers in implementing Science and History/Social Science standards, framework and district adopted curriculum.  
Teachers will continue to use CANVAS for instruction and communication with parents. The District Education Technology TOSAs will support teachers in implementing CANVAS, report cards and other technology related to instruction.  
The District English Learner TOSAs will support teachers in implementing Designated and Integrated ELD interventions and strategies; how to reduce the amount of students who are Long-term English Learners; and implementation of the OSD EL Master 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)

[Empty box for Amount(s)]

District Funded  
None Specified  
Certificated Salaries

**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.

This goal pertains to all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

**Strategy/Activity**

Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. The principal will lead progress monitoring meetings with grade levels. Staff will analyze assessment results from regular assessments such as IAB, Star, Wonders unit assessments, Study Sync and My Math chapter assessments to make instructional decisions. Teachers will meet weekly focusing on specific collaboration. Teachers will also utilize collaboration time to monitor the progress of African American Students and English Learners, Foster Youth, Special Education and Homeless Students. The school leadership team will meet on a regular basis to monitor and guide school-wide academic progress. These meetings will take place on Wednesday afternoon.

**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)

2000

Source(s)

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
Teacher Extra Hours  
Certificated Substitutes

### 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.

This goal pertains to English Learners.

Strategy/Activity

Dedicated ELD instruction will be provided to EL students by classroom teachers daily in grades K-5. Students in grades 6-8 will receive one period of ELD instruction. Integrated ELD will be implemented throughout all content areas.

#### 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)

1000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Supplemental materials

### 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.

This goal pertains to all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

Intervention Support: ISP (Intervention Services Provider) teacher will provide support and intervention to address the needs of identified students in Math (Identified target are low-medium). Intervention programs will be purchased for teachers.

#### 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)

32000

Source(s)

Title I

	1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teachers
5000	LCFF 4000-4999: Books And Supplies Intervention Materials

### 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.

This goal pertains to all students.

#### Strategy/Activity

Coordinated Services Team (CST) and Student Success Team (SST) meetings will be held to address the instructional needs of at-promise students. Outreach Coordinator (ORC) coordinates SSTs.

#### 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)
1000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes

### 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.

This goal pertains to all students.

#### Strategy/Activity

In order to improve reading achievement, the district has provided a Literacy Intervention Teacher (LIT) for the Marshall School site. This teacher is site-based and will support language arts instruction in grades 2nd-3rd and will work directly with students using the LLI curriculum targeting EL, Foster Youth, Homeless, Special Education and African American 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)
	District Funded

1000-1999: Certificated Personnel Salaries  
Teacher Salary

## 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.

This goal pertains to English Learners.

### Strategy/Activity

Teachers will analyze curriculum based assessments in ELA, Math and ELD to progress monitor and to plan and coordinate tutoring for targeted EL 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)

5640

Source(s)

Title III  
1000-1999: Certificated Personnel Salaries  
Teachers: Extra Help

## 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.

This goal pertains to all students.

### Strategy/Activity

Integrated Art Units for the Visual and Performing Arts will be taught throughout the school year in grades K-8. A virtual Spring Fling Culminating activity will showcase student work at the end of the school year.

### 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)

LCFF  
1000-1999: Certificated Personnel Salaries  
Teacher Extra Help

4000

LCFF  
4000-4999: Books And Supplies



	Materials for Visual and Performing Arts (\$5.00 per Student)
6000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts for outside agencies to support with visual and performing arts

**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.

This goal pertains to all students.

Strategy/Activity

Accelerated Reader, Star, MyON, and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment. ST Math will be used to help with math intervention.

**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)
	District Funded 4000-4999: Books And Supplies Lexia, MyON, AR, ST Math, Lexia instructional software

**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.

This goal pertains to all students.

Strategy/Activity

Teachers and Staff will have use of the Canon copier machines, laminator and Duplo copy machine for support in duplicating instructional materials as well as services to shred documents that reflect private information and are no longer 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)
-----------	-----------

7284

LCFF

5000-5999: Services And Other Operating Expenditures  
Maintenance Agreement (includes Shredder)

### 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.

This goal pertains to all students.

#### Strategy/Activity

Formative Assessments, as well as summative assessments, will be used to support progress monitoring of students in language arts and math. Data will be analyzed to drive instruction aimed at improving student outcomes.

#### 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.

This goal pertains to all students.

#### Strategy/Activity

Administration will do regular classroom walkthroughs to ensure student engagement during implementation of Common Core Standards in Language Arts, ELD 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 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.

This goal pertains to Special Education students and students with 504 plans.

**Strategy/Activity**

The Special Education Team will hold timely IEP (Individual Education Plan) meetings to review student progress, goals and review support services which are part of the plan. 504 Plans are also reviewed annually.

**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)

1000

Source(s)

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
Certificated Substitutes

**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.

This goal pertains to all students.

**Strategy/Activity**

Recognition of student progress toward meeting their goals in Accelerated Reader (AR), STMath, and Lexia, as well as achievement and participation in the CAASPP assessment through the purchase of student 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)

3000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Student Incentives

**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.

This goal pertains to all students.

Strategy/Activity

Implement MyMath lessons that align with the Common Core Standards with support of Math Mindset.

**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 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.

This goal pertains to all students.

Strategy/Activity

Administration will support integration of technology to promote student learning throughout the curriculum. The District Technology Service Technician will maintain equipment and software to support student learning through technology.

**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)]

District Funded  
1000-1999: Certificated Personnel Salaries  
District Tech

**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.

This goal pertains to all students.

Strategy/Activity

A Music Teacher for grades TK-8 is contracted for the school year. The teacher will work with students in grades TK-5 and 8th as part of the the Academy of Visual and Performing Arts Strand.

**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)
	District Funded 1000-1999: Certificated Personnel Salaries Music Teacher
2500	LCFF 4000-4999: Books And Supplies Music Materials

### 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.

This goal pertains to all students.

#### Strategy/Activity

To enhance the science curriculum, supplemental /supplies materials will be provided to students in grades K-5th grade for the new science adoption. Extra funding will be provided to support instruction in grades 5th and 8th who do SBAC testing in science.

#### 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)
	District Funded
2000	Title I 4000-4999: Books And Supplies Extra supplies for 5th and 8th grades

### 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.

This goal pertains to all students.

#### Strategy/Activity

Professional development will be provided through training on initiatives that support our instructional program which will include EL students and the implementation of AVID in grades 7-8. AVID Tutors will be provided to support implementation of AVID for students in grades 7th and 8th.

### 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)
2550	Title I 5000-5999: Services And Other Operating Expenditures Conference expenses Professional development
4342	Title I 4000-4999: Books And Supplies AVID Materials
6261	Title I 2000-2999: Classified Personnel Salaries AVID Tutors Hourly Pay
500	Title I 1000-1999: Certificated Personnel Salaries AVID Teacher Meetings Extra Hours
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trip(s)

### 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.

This goal pertains to all students.

#### Strategy/Activity

The Library Media Technician (LMT) serves students in K-8th grades to access books at their reading level. The LMT also supports with ensuring that all students have textbooks. New books will be purchased for the library to enhance reading and to meet the needs of students in grades K-8.

### 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)
10000	Title I 4000-4999: Books 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.

This goal pertains to all students.

#### Strategy/Activity

To support implementation of the instructional program, classroom materials and supplies will be ordered from the district warehouse and from approved vendors.

#### 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)

64250

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies

9193

Title III  
4000-4999: Books And Supplies  
Materials and Supplies

### 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.

This goal pertains to all students.

#### Strategy/Activity

Students participating in the After School Program will receive enrichment in the arts. For example, ASP staff will provide learning opportunities through movement, music, and other arts related activities aimed at deepening student understanding of Visual and Performing Arts to support the school site strand focus.

#### 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 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.

This goal pertains to all students.

#### Strategy/Activity

Technology will be integrated with instruction focusing on Common Core State Standards. The site will provide technology equipment in order to enhance current technology 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)

Source(s)

6000

LCFF  
4000-4999: Books And Supplies  
Headphones for middle school

### Strategy/Activity 24

#### 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.

This goal pertains to all students.

#### Strategy/Activity

Teachers will have the opportunity to take students on virtual field trips to enrich academic studies. This also includes opportunities for AVID virtual college field trips and experiences.

#### 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)

4500

LCFF  
5000-5999: Services And Other Operating Expenditures  
Virtual Field Trip Fees

4500

LCFF  
5000-5999: Services And Other Operating Expenditures



### Strategy/Activity 25

#### 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.

This goal pertains to all students.

#### Strategy/Activity

Opportunities for intervention beyond the regular school day will be offered to targeted 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)

4836

Source(s)

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
Certificated hourly rate for tutoring

### Strategy/Activity 26

#### 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.

This goal pertains to English Learners.

#### Strategy/Activity

Professional development will be provided to teachers as support in how to develop effective lessons for integrated and designated ELD through instructional practices such as scaffolding, sheltering, preview and review in addition to learning walks.

#### 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)

LCFF  
1000-1999: Certificated Personnel Salaries  
Professional development  
Certificated Substitutes

### Strategy/Activity 27

#### 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.

This goal pertains to English Learners.

Strategy/Activity

EL student progress will be monitored through data meetings reviewing Star, My Math, Wonders, CAASPP, CELDT and the ELPAC. Administration will target instruction during ELD time to improve ELD instruction to ELD 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)

**Strategy/Activity 28**

**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.

This goal pertains to all students.

Strategy/Activity

Technology and sound equipment will be used to enhance the Academy of Visual and Performing Arts Strand.

**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)

5000	LCFF 4000-4999: Books And Supplies Sound Equipment/Technology for Focus Strand
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**Strategy/Activity 29**

**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.

Marshall had a few grade levels that increased in proficiency in ELA and Math. However, most grades had a decline in proficiency in 2012-2022. In order to continue to close the gap in Language Arts, this school year, Marshall will focus on learning targets during instruction and providing Tier One supports. In addition, the district provided a Literacy Intervention Teacher who targeted specific students. During collaboration time, teachers will be analyzing data from Star, CAASPP Interim Assessment Blocks, ELD assessments, Lexia and ST Math data, as well as other assessments that will help to monitor student achievement. Students who are not performing will be monitored and will coordinate with the CST and SST team if necessary. Teachers will collaborate to focus on best first instructional practices and evidence-based Tier 1 interventions, which will be provided by the classroom teacher.

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

Our site was unable to secure an ISP teacher to provide interventions and the amount of after school tutoring was limited.

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.

Marshall has dedicated its focus this year to continuing to improve instructional practices to provide the best learning opportunities for our students. Collaboration time still continues to be a central focus as the PLC meetings will be moved to Wednesdays. Due to COVID-19 and state assessments not being administered in 2021-2022, the teacher leadership team analyzed the current data from district benchmarks and assessments to determine our direction for the 2022-2023 school year.

Marshall will continue to utilize two district-funded Literacy Intervention teachers to focus on language arts intervention in the lower grades. In addition, Marshall will allocate funding for one additional ISP teacher to focus on math intervention.

# 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 2021-2022 was 2.09%.	Continue to reduce the number of student behavior referrals and keep suspension rate at 0% growth.
Attendance Data	Chronic Absenteeism rate for 2021-2022 was 9.9%.	Chronic Absenteeism rates for 2021-2022 will decrease by 5%
Panorama Survey	<p>The Panorama survey was administered in Spring.</p> <p>Grades 6-8:                      Engagement rate was 37%                      Emotion Regulation rate was 37%                      Sense of Belonging rate was 47%</p> <p>Grades 3-5:                      Emotion Regulation rate was 49%                      Growth Mindset rate was 55%                      Sense of Belonging rate was 63%</p>	<p>Grades 6-8.                      Engagement increase to 75%                      Emotion Regulation increase to 75%                      Sense of Belonging Increase to 75%</p> <p>Grades 3-5                      Emotion Regulation increase to 75%                      Growth Mindset rate was 75%                      Sense of Belonging rate was 75%</p>

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.

This goal pertains to all students including English Learners, Foster Youth, Homeless, Special Education and African American population groups.

#### Strategy/Activity

Implementation of PBIS school-wide and CHAMPs will occur in common areas. Under the guidance of our School Counselor and Outreach Specialist CHAMPs will be fully implemented in all grade levels using all components of the program for positive behavior support. School guidelines will be established and implemented throughout campus. A safe, positive and creative culture will be provided amongst students through activities such as Spirit Weeks, Social Skills Building, LGBTQ+ Alliance, FNL, and Community Circles. FNL/Student Leadership Team Meetings will occur.

#### 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)

6000

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
CHAMPs program

### 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.

This goal pertains to all student including English Learners, Foster Youth, Homeless, Special Education and African American population groups.

#### Strategy/Activity

Healthy choices will be taught and reinforced with Red Ribbon Week. Incentives with healthy choice themes are given to students by our School Counselor.

#### 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 and student incentives

### 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.

This goal pertains to all students.

#### Strategy/Activity

The Outreach Specialist will provide students with attendance and/or tardy incentives that promote regular 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)

1000

Source(s)

LCFF

4000-4999: Books And Supplies  
Incentives

### 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.

This goal pertains to all students.

#### Strategy/Activity

Support will be provided for the needs of Homeless Youth through weekend snack backpack distribution. The students will be identified and supported by the Outreach Specialist.

#### 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)

District Funded

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.

This goal pertains to all students.

Strategy/Activity

The site SARB team will hold meetings with parents of students who are chronically truant. Positive reinforcement contracts will be developed with targeted students and their parents.

**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.

This goal pertains to all students.

Strategy/Activity

Students, staff and parents will participate in Panorama survey for data collection related to social-emotional health.

**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.

This goal pertains to all students.

Strategy/Activity

Continue use of Positive Behavior Intervention Support plan school-wide, use of Restorative Justice and CHAMPS to support positive behavior, and keep suspensions at a minimum. Items for

CHAMPS Store will be purchased, which students can obtain using CHAMPS bucks. The Bulldog Paw Pad offers intervention and support for students to build positive relationships and receive counseling-based lessons and services.

### **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)
1500	LCFF - Intervention 4000-4999: Books And Supplies CHAMPS Store Items
500	LCFF 4000-4999: Books And Supplies Supplies

### **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.

This goal pertains to all students.

#### Strategy/Activity

The referral system for social emotional student needs is supported by the CST and SST process. All staff is trained on updated forms and procedures such as data collection and data monitoring. Students will be provided with materials to support the need of self-regulation, coping skills and healthy habits.

### **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)
1000	LCFF - Intervention 4000-4999: Books And Supplies Materials

### **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.

This goal pertains to all students.

#### Strategy/Activity



TK-8th grade students will receive foundational social skills through Second Step.

**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)

District Funded  
4000-4999: Books And Supplies  
Second Step program

**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.

This goal pertains to all students.

**Strategy/Activity**

School Counselor works with staff to support the social and emotional needs of students who need extra support. Targeted students needing Tier 2 Rtl social and emotional support receive individual, and or group counseling lead by Counselor on topics such as divorce, friendship, anger management, and trauma. Students in foster care will be monitored closely. Panorama data will be used to target specific groups of 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)

[Empty box for Amount(s)]

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
No 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.

This goal pertains to all students.

**Strategy/Activity**

PBIS Committee will monitor student discipline data each trimester for purposes of determining how to further support student behaviors, as well as how to implement school wide MTSS for student behaviors. PBIS Team will meet regularly to review the school 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)

500

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries  
Staff Extra Hours

## 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.

This goal pertains to all students.

Strategy/Activity

The site will promote a "Kindness Challenge" Week to promote kindness and address an anti bullying school culture on campus.

### 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)

LCFF

4000-4999: Books And Supplies  
Materials

## 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.

This goal pertains to all students.

Strategy/Activity

Radios will be maintained as needed to increase communication for staff during the regular day and during safety drills.

### 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)

2000

Source(s)

LCFF

4000-4999: Books And Supplies

**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.

This goal pertains to all students.

**Strategy/Activity**

Student recognition assemblies for high academic achievement, strong development of interpersonal skills and improvement in academic and social aspects are held.

**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)**

4500

**Source(s)**

LCFF  
4000-4999: Books And Supplies  
Materials and 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.

This goal pertains to all students.

**Strategy/Activity**

Campus Assistants monitor students during recesses and before and after school.

**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)**

18800

**Source(s)**

District Funded  
2000-2999: Classified Personnel Salaries  
Campus Assistants

3000

LCFF  
2000-2999: Classified Personnel Salaries  
Additional Campus Assistant

LCFF  
2000-2999: Classified Personnel Salaries  
Extra Hours

## 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.

This goal pertains to all students.

### Strategy/Activity

The Safety Committee will monitor the Safety Plan and make necessary revisions and updates. School wide emergency drills will be held once a month. Supplies will be replenished and updated when necessary. Inventory of appropriate safety supplies will be maintained.

### 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)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra staff hours
1500	LCFF 4000-4999: Books And Supplies Safety Materials
4500	LCFF 4000-4999: Books And Supplies Materials and supplies

## 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.

This goal pertains to all students.

### Strategy/Activity

Staff development on STOIC (Structured Classroom Teaching Behavioral Expectations, Observing and Supervising, Interacting Positively with Students and Correcting Fluently) will be given to teachers and Campus Assistants periodically throughout the year.

### 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 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.

This goal pertains to all students.

### Strategy/Activity

CHAMPS assemblies for all grade levels will review program structure after each vacation break and as needed throughout the year. Our goal is that all staff will deepen their implementation of the CHAMPS structure.

### 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)

District Funded  
4000-4999: Books And Supplies  
CHAMPS program

## 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.

Marshall School has completed the roll-up of TK-8th grade and completed its first year as a K-8 in the 2021-22 school year. Marshall has seen a need to focus on students' social-emotional well-being, especially students coming to school with trauma. One response, in particular, that was developed by the PBIS team was to incorporate a space where students could receive counseling and be given an alternative to recess to help with their social-emotional needs. As a result, the PBIS team, with the lead of the counselor, developed the "Bulldog Paw Pad" where students can go participate in games, activities, yoga, restorative circles, and lessons provided by the school counselor. The goal is for the students to achieve a positive self-being, engage positively with peers and staff, and have skills for self-regulation. Marshall also provides opportunities for students to be rewarded for positive behavior by providing a CHAMPS store. For the upcoming year, there is a high need to focus on both student emotion regulation and a sense of belonging.

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

Marshall continues to implement strategies to help strengthen the support of our students for their socio-emotional well-being. The implementation of the Panorama survey has allowed the team to target specific students with targeted interventions. Unfortunately, the Paw Pad was not accessible this year, but will be the upcoming school year. This year the demand for socio-emotional support was so high it required additional services that included adding morning check-ins for students in 1st through 8th grade. In addition, some students self-advocated for small groups.

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.

This year, Marshall will continue to utilize the PBIS team to lead the way as we continue to monitor data and analyze the needs of our students as they roll up to older grade levels. This will include meeting the needs of not only the TK-5 grades but also the 6-8 grades as well. Student discipline, attendance, and engagement will also be monitored and analyzed monthly to determine how PBIS can help support the needs of our 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 websites and social media so parents and the 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 participation in parent meetings: SSC, ELAC, PTA, Coffee with Principal	In 2021-2022 an average of 18 parents participated in PTA meetings. An average of 7 parents participated in ELAC meetings. An average of 12 parents participated in Coffee with the Counselor/ORC.	Attendance at PTA meetings will increase by 50% at PTA meetings. Attendance at ELAC meetings will increase by 50%. Attendance at Coffee with Parents meetings will increase by 50%.
Parent attendance at Virtual Back to School Night	There were 301 Parents that participated in the Virtual Back to School Night.	Parent participation at back to school night will increase by 25%.

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.

This goal pertains to all students.

### Strategy/Activity

Parents are given an overview of involvement opportunities at 1) Kindergarten Transition, 2) Middle School Orientation and 3) Back to School Night. At these meetings, the SPSA action steps, budget and expenditures are discussed and input from parents is provided. Additionally, Title I Meeting(s) are held. Parents are invited to attend either the Chat with the Principal or Coffee with the Counselor and ORC.

### 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)

1000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Translation

### 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.

This goal pertains to all students.

### Strategy/Activity

School Site Council gives parents an opportunity to participate in a council that reviews the school budget and SPSA at regularly scheduled meetings.

### 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.

This goal pertains to English Learners.

### Strategy/Activity

English Learner Advisory Committee (ELAC) gives parents opportunities to become informed about reclassification, how to support their child's progress in school, community issues, safety items and other initiatives.



**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)

300

Source(s)

Title III  
2000-2999: Classified Personnel Salaries  
Babysitting

**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.

This goal pertains to English Learners.

Strategy/Activity

Parents are invited to a Spring Reclassification Celebration to honor EL students in Grades 3-8 who met reclassification requirements during the school year.

**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  
4000-4999: Books And Supplies  
Reclassification Refreshments

**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.

This goal pertains to all students.

Strategy/Activity

Parents receive notices for parent meetings and other pertinent school information through Peach Jar flyers, Parent Connect and the school website.

**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

LCFF

4000-4999: Books And Supplies  
Supplies

### 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.

This goal pertains to all students.

#### Strategy/Activity

Parents are invited to attend Parent Teacher conferences to discuss their child's progress twice a year.

#### 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)

700

Title I  
2000-2999: Classified Personnel Salaries  
Translators

500

Title I  
2000-2999: Classified Personnel Salaries  
Translators

### 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.

This goal pertains to all students.

#### Strategy/Activity

Family Nights give parents opportunities to learn how to support their child in the areas of Math and Visual and Performing Arts and Deaf and Hard of Hearing, AVID, 8th Grade Promotion and information meetings.

#### 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  
1000-1999: Certificated Personnel Salaries

	Teacher Extra Help
250	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help
1000	LCFF 4000-4999: Books And Supplies Promotion Supplies

**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.

This goal pertains to all students.

Strategy/Activity

Coffee with Principal gives parents the opportunity to hear more about the school program in an informal setting.

**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 4000-4999: Books And Supplies Refreshments
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**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.

This goal pertains to all students.

Strategy/Activity

Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff during parent meetings throughout the year.

**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.

This goal pertains to all students.

#### Strategy/Activity

Parent volunteers will be honored with a Spring "thank you event."

#### 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)

LCFF  
4000-4999: Books And Supplies  
Refreshments  
Supplies

### 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.

This goal pertains to all students.

#### Strategy/Activity

The ORC gives ongoing support to parents in need through Operation School Bell, health referrals and referrals to community support services.

#### 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)

District Funded  
2000-2999: Classified Personnel Salaries  
OutReach Consultant salary

### 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.

This goal pertains to all students.

Strategy/Activity

PTA offers parents a way to be involved in fundraising and other activities which 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)

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.

This goal pertains to all students.

Strategy/Activity

The school administration and parents will jointly develop the school's Parent Compact and Parent Involvement Policy.

**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

# 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.

As we enter the new year, we will continue to provide families with various opportunities to be part of the school community at Marshall School. School Site Council, ELAC, PTA, DHH Parent Nights, and Coffee with Parents are meetings that provide information to parents and the community. In addition to meetings, Marshall School, in coordination with PTA, provides family dinner nights in the community to help fundraise. PTA also helps with Spring Fling which showcases the academy strand. At the beginning of the year, parents are invited to middle school orientation to learn more about middle school offerings and strand focus. Back to School Night provides an opportunity for parents and the community to learn more about our school program and interact with staff.

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

Initially no in-person events such as, Spring Fling, Reclassification celebration, the Sports Banquet and the remainder of the parent nights were held due to COVID-19 restrictions. We did, however, offer in person meetings for IEPs, PTA, SSC, and ELAC during the third trimester of the year. Most parents opted to continue with online meetings. The plan is for more in-person meetings next year. As Marshall is now fully established as a K-8th grade school, we will continue to strengthen our parent and community engagement and find way to ensure that our middle school families are welcomed and supported even in a virtual setting.

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.

During 2022-2023 Marshall will continue to build upon family and community engagement, especially with the roll up of the middle school. Parents will continue to have opportunities to be part of the school community.

# 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	\$78,613.00
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	\$123,474.00

## 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	\$35,200.00
Title III	\$6,440.00

Subtotal of additional federal funds included for this school: \$41,640.00

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	\$76,334.00
LCFF - Intervention	\$5,500.00

Subtotal of state or local funds included for this school: \$81,834.00

Total of federal, state, and/or local funds for this school: \$123,474.00

# 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	61,853.00	26,653.00
Title III	15,633.00	9,193.00
LCFF	161,084.00	84,750.00
LCFF - Intervention	10,336.00	4,836.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	76,334.00
LCFF - Intervention	5,500.00
Title I	35,200.00
Title III	6,440.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,000.00
2000-2999: Classified Personnel Salaries	LCFF	21,800.00
4000-4999: Books And Supplies	LCFF	32,250.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,284.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	3,000.00
4000-4999: Books And Supplies	LCFF - Intervention	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	32,250.00
2000-2999: Classified Personnel Salaries	Title I	2,450.00



4000-4999: Books And Supplies	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	5,640.00
2000-2999: Classified Personnel Salaries	Title III	300.00
4000-4999: Books And Supplies	Title III	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,924.00
Goal 2	46,800.00
Goal 3	5,750.00

# 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
Mary Elisondo	Principal
Maureen Aryeetey	Classroom Teacher
Sarah Falls	Classroom Teacher
Sandy Sloan	Classroom Teacher
Alex Salazar	Other School Staff
Xilomen Durazo	Parent or Community Member
April Luis	Parent or Community Member
Jeannete Cortez	Parent or Community Member
Brenda Pacheco Perez	Parent or Community Member
Lucy Castillo	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 June 6, 2022.

Attested:



Principal, Chantal Anderson Witherspoon on June 6, 2022



SSC Chairperson, Sandy Sloan 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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