School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina West Elementary School	56725386055347	October 13, 2020	November 4, 2020

Purpose and Description

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

Schoolwide Program

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

Marina West School will focus in the area of teaching and learning to successfully meet the needs of all students both on site and through Distance Learning. The staff has been transitioning and dedicating themselves to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5; including supporting instructional apps such as Lexia, ST Math, IXL, STAR360, ELA and Math. We will use McGraw Hill, My Math, Worlds of Wonders (TK), Wonders (K-5) and Mystery Science. We are currently implementing the Next Generation Science Standards (NGSS) and Mystery Science Kits. In addition, we implement several intervention programs to support students. These include PALS, SIPPS, Teacher Directed Instruction K-3, Reading Horizons, WonderWorks Systems, DIBELS, and Read Naturally. The teaching staff at Marina West is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. Our teaching staff is collaboratively teaming in the Language Arts and ELD to meet the individual needs of our student population. Teachers focus on data driven instruction, assess students formally to monitor student growth in the core areas and meet to analyze student data results after the monthly assessments to plan instruction and student interventions. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title One meetings, Coffee with the

Principal, PTA meetings, monthly informational calendar, ConnectED, PeachJar, marquee messages, and Twitter.

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

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

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Comprehensive Needs Assessment Components

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

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

During the 2019-2020 school year, Marina West continued to implement Professional Learning Communities and Grade Level Collaboration throughout all grades. Teachers participated in district wide professional development in English Language Arts and Math. There was a focus on Growth Mindset in grades 4-5 with teacher led professional development. This area was observed and focused on during informal walk-throughs by administrators and during collaboration time. As part of the focus, teachers used reading and writing strategies from professional development provided by the Ventura County Office of Education. In the Spring of 2020, students and staff transitioned to Distance Learning but continued to focus on high academic and social emotional achievement. As we move into the 2020-2021 school year, we will also focus on English Language Arts, Mathematics and all content areas during Synchronous and Asynchronous instruction for all students.

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

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

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

Standards, Assessment, and Accountability

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

Through grade level collaborations (PLCs), teachers will analyze and interpret data through the use of the following assessment tools to improve student achievement. The following tools will be used:
Star 360 Early Literacy, Star 360 Math and Star 360 Reading
ELPAC
CAASPP
Interim Assessment Blocks (IABs)
Curriculum benchmarks
Writing Assessments

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

Teachers meet weekly for Professional Learning Communities (PLC)/Collaboration time. Student progress is monitored via curriculum and STAR360 assessments. Student instructional groups for UA, ELD, and ELA teaming, Tier 1 and Tier 2 interventions are determined for reflection on current instructional strategies and interventions. Data from STAR360, IAB's, and curriculum assessments guide the discussion and need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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

All teachers attend monthly collaboration and planning meetings after school on Wednesday. All grade levels (K- 5) team for designated ELD. Grades 1st-5th team for ELA. Several grade levels team for other enrichment opportunities.

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)

A district funded ISP provides daily reading intervention for Kindergarten through Second grade that have been identified as below grade level in reading. Designated Universal Access time is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th with designated times that allow for grouping and teaming.

Evidence-based educational practices to raise student achievement

The staff at Marina West will, through Professional Learning Communities, collaborate weekly across grade level teams to analyze data and teaching practices to improve student achievement across all areas.

Parental Engagement

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

Parents are invited to participate at Marina West through a variety of educational and advisory opportunities throughout the year. Our School Site Council is made up of 5 parents who have direct input into our SPSA. The English Learner Advisory Committee also provides recommendations to our SSC related to our English Learners to include in the SPSA. Parents are invited to our monthly School Site Council meeting, ELAC meeting, and Coffee with the Principal meetings to stay informed and provide input on programs provided to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the school programs at Marina West. Parent Workshops and trainings (Triple P, Reading and Math Family Nights, STAR 360 Family NIght, etc.) are offered throughout the year, as well as encouraging parents to attend our Back to School night, Winter Program, Spring Art Program, and trimesterly awards ceremonies. All parents are invited to at least one parent conference throughout the year.

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

Marina West will continue to prioritize parent involvement during the 2020-21 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our Student Plan for Achievement and student success. Parent representatives on the School Site Council, English Language Advisory Committee, and PTA are elected on a annual basis (to fill any vacant positions). School and district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student achievement. Throughout the 2020-21 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

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

The following services will be funded to enable under performing students to meet the standards:
Kindergarten Paraprofessional Support
STEAM Lab
Intervention tutoring - before and after school
Staff Teaming and Collaboration
Substitutes for Grade Level Collaborations and SST/IEP meetings
Librarian
Intervention Service Provider (ISP)
Professional Development and Conferences
ORC Parent Nights

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. The School Leadership Team and school Principal work together in writing, planning and updating the SPSA. The English Learners Advisory Committee provided input and feedback to the school Leadership Team and SSC during the end of the year meeting in June 2020 and new school year September 2020. School Site Council reviewed and updated the SPSA before approving the SPSA at its October 2020 meeting. Constant review of district data through STAR 360 and CAASPP results were used in guiding the direction and allocation of funds to support student success.

Resource Inequities

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

The inequities identified as a result of the required needs assessments were:
Abolishment of Tech Support
One ISP as compared to two from 2020-2021 school year
Substitute Shortage
Abolishment of Office Assistant
Reduction in Campus Supervisor hours

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	4.05%	%	2.67%	25		15
Asian	0.49%	%	0%	3		0
Filipino	0.81%	%	0.36%	5		2
Hispanic/Latino	89.48%	%	91.81%	553		516
Pacific Islander	0.16%	%	0.18%	1		1
White	4.21%	%	3.74%	26		21
Multiple/No Response	%	%	1.25%			0
			Total Enrollment	618		562

Student Enrollment by Subgroup (table header)

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	127		101
Grade 1	104		81
Grade 2	111		101
Grade3	94		88
Grade 4	78		105
Grade 5	104		86
Total Enrollment	618		562

Student Enrollment by Grade Level (table header)

Conclusions based on this data:

Based on the above data, we have noticed a decrease in enrollment in Kinder, 1st, 2nd, 3rd, and 5th Grades from the previous year with 4th Grade staying nearly the same for the 2019-2020 school year. Student enrollment decreased due to program choices offered at school sites and transitioning from a TBE/SEI instructional program to an SEI only program. High cost of living in our county/community also affected our enrollment. Our African-American population stayed the same as the previous year. At Marina West, we will focus on providing services to all our sub-groups even though they do not qualify as a significant sub-group on the CAASPP Dashboard. All sub-groups will be served through intervention in Tier 1 in the classroom by the classroom teacher. The use of Intervention Service Provider (ISP) will provide Tier 2 intervention to all sub-groups based on STAR360 data. Our Outreach Coordinator will help ensure attendance by monitoring student attendance and focusing on our sub-group attendance.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners			259			46.1%
Fluent English Proficient (FEP)			59			10.5%
Reclassified Fluent English Proficient (RFEP)			50			16.4%

Conclusions based on this data:

Marina West had an increase in the number of students being reclassified compared to the previous school year. We will be monitoring reclassification as new requirements are being implemented for the 2019-2020 school year. There is a new requirement of scoring a 4 on ELPAC, in addition to demonstrating proficiency on either the CAASPP ELA or STAR360 assessment. We will continue to use Title III funds to provide after-school tutoring to English Learners to help maintain and increase student achievement.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	100	110	90	99	110	90	99	110	100	99	100
Grade 4	99	77	86	98	76	86	98	76	86	99	98.7	100
Grade 5	98	104	76	97	104	76	97	104	76	99	100	100
All Grades	287	281	272	285	279	272	285	279	272	99.3	99.3	100

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2351.	2383.	2386.	5.56	11.11	10.00	14.44	20.20	17.27	20.00	24.24	33.64	60.00	44.44	39.09
Grade 4	2392.	2365.	2388.	7.14	3.95	3.49	7.14	10.53	12.79	19.39	15.79	18.60	66.33	69.74	65.12
Grade 5	2419.	2432.	2442.	3.09	3.85	6.58	14.43	15.38	19.74	24.74	25.00	22.37	57.73	55.77	51.32
All Grades	N/A	N/A	N/A	5.26	6.45	6.99	11.93	15.77	16.54	21.40	22.22	25.74	61.40	55.56	50.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.78	13.13	10.00	32.22	48.48	50.91	60.00	38.38	39.09
Grade 4	8.16	2.63	3.49	36.73	40.79	44.19	55.10	56.58	52.33
Grade 5	7.22	8.65	17.11	35.05	39.42	30.26	57.73	51.92	52.63
All Grades	7.72	8.60	9.93	34.74	43.01	43.01	57.54	48.39	47.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	11.11	6.36	27.78	31.31	53.64	62.22	57.58	40.00
Grade 4	7.14	7.89	4.65	34.69	30.26	41.86	58.16	61.84	53.49
Grade 5	6.19	6.73	9.21	34.02	45.19	51.32	59.79	48.08	39.47
All Grades	7.72	8.60	6.62	32.28	36.20	49.26	60.00	55.20	44.12

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	2.22	8.08	9.09	65.56	63.64	62.73	32.22	28.28	28.18
Grade 4	6.12	3.95	6.98	50.00	55.26	51.16	43.88	40.79	41.86
Grade 5	9.28	2.88	5.26	54.64	50.96	60.53	36.08	46.15	34.21
All Grades	5.96	5.02	7.35	56.49	56.63	58.46	37.54	38.35	34.19

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.67	12.12	14.55	37.78	51.52	48.18	55.56	36.36	37.27
Grade 4	5.10	2.63	6.98	40.82	34.21	37.21	54.08	63.16	55.81
Grade 5	6.19	7.69	15.79	36.08	42.31	39.47	57.73	50.00	44.74
All Grades	5.96	7.89	12.50	38.25	43.37	42.28	55.79	48.75	45.22

Conclusions based on this data:

Due to school closures, the CAASPP assessment was not administered in the Spring of 2020. The current data reflect the previous school year. Marina West's data shows that we have made progress in decreasing the percentage of students not meeting state standards from 55.56% in 2017-2018 to 50.3% for the 2018-2019 school year, a gain of 5.26% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards as they progress through the grades. Our ELA CAASPP cohort preliminary data shows that 27% of 3rd Grade students scored in the Met or Exceeded, a drop of 4% from the previous year. Our 4th Grade cohort data shows an increase from 14% in 2017-2018 to 16% in 2018-2019 school year, a growth of 2%. Our 5th Grade cohort data shows an increase from 19% in 2017-2018 to 26% in 2018-2019, an increase of 7% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over 99% of students taking the CAASPP. The drop can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. or the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	100	110	90	99	110	90	99	110	100	99	100
Grade 4	99	77	86	98	77	86	98	77	86	99	100	100
Grade 5	97	104	76	96	103	76	96	103	76	99	99	100
All Grades	286	281	272	284	279	272	284	279	272	99.3	99.3	100

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.	2386.	2404.	5.56	4.04	15.45	14.44	16.16	20.00	24.44	32.32	26.36	55.56	47.47	38.18
Grade 4	2409.	2387.	2397.	4.08	1.30	2.33	13.27	9.09	6.98	33.67	29.87	38.37	48.98	59.74	52.33
Grade 5	2419.	2428.	2428.	1.04	4.85	5.26	7.29	3.88	9.21	25.00	25.24	22.37	66.67	66.02	63.16
All Grades	N/A	N/A	N/A	3.52	3.58	8.46	11.62	9.68	12.87	27.82	29.03	29.04	57.04	57.71	49.63

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.78	10.10	30.00	28.89	28.28	28.18	63.33	61.62	41.82
Grade 4	8.16	5.19	3.49	24.49	27.27	18.60	67.35	67.53	77.91
Grade 5	3.13	4.85	6.58	20.83	17.48	19.74	76.04	77.67	73.68
All Grades	6.34	6.81	15.07	24.65	24.01	22.79	69.01	69.18	62.13

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	10.10	20.00	36.67	36.36	46.36	57.78	53.54	33.64
Grade 4	9.18	2.60	3.49	39.80	35.06	34.88	51.02	62.34	61.63
Grade 5	2.08	5.83	6.58	28.13	30.10	43.42	69.79	64.08	50.00
All Grades	5.63	6.45	11.03	34.86	33.69	41.91	59.51	59.86	47.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.89	6.06	18.18	48.89	53.54	41.82	42.22	40.40	40.00
Grade 4	5.10	7.79	4.65	32.65	25.97	32.56	62.24	66.23	62.79
Grade 5	1.04	3.88	3.95	34.38	38.83	36.84	64.58	57.28	59.21
All Grades	4.93	5.73	9.93	38.38	40.50	37.50	56.69	53.76	52.57

Conclusions based on this data:

Due to school closures, the CAASPP assessment was not administered in the Spring of 2020. Marina West's data shows that we have made progress in decreasing the percentage of students not meeting state standards from 57.71% in 2017-2018 to 44.9% for the 2018-2019 school year, a gain of 12.8% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards increasing as they progress through the grades. Our Math CAASPP cohort preliminary data shows an increase in the number of students that scored Met or Exceeded in 3rd Grade from 20% in 2017-2018 to 35% in 2018-2019, an increase of 15%. Our 4th Grade cohort data shows a decrease from 10% in 2017-2018 to 9% in 2018-2019 school year, a decrease of 1%. Our 5th Grade cohort data shows an increase from 9% in 2017-2018 to 14% in 2018-2019, an increase of 5% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over 99% of students taking the CAASPP. The increase can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year. For the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding. Our goal is to continue to make growth across all sub-groups.

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1402.1		1413.0		1376.5		54
Grade 1		1440.4		1443.2		1437.1		57
Grade 2		1477.2		1480.4		1473.6		61
Grade 3		1473.6		1467.2		1479.4		36
Grade 4		1492.1		1483.6		1500.1		36
Grade 5		1515.3		1505.5		1524.5		15
All Grades								259

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		5.56		35.19		42.59		16.67		54
1		8.77		28.07		40.35		22.81		57
2		8.20		52.46		31.15		8.20		61
3		0.00		36.11		38.89		25.00		36
4		5.56		44.44		30.56		19.44		36
5		6.67		33.33		60.00		0.00		15
All Grades		6.18		39.00		38.22		16.60		259

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		9.26		35.19		37.04		18.52		54
1		14.04		33.33		36.84		15.79		57
2		24.59		49.18		19.67		6.56		61
3		16.67		36.11		27.78		19.44		36
4		13.89		52.78		22.22		11.11		36
5		13.33		66.67		20.00		0.00		15
All Grades		15.83		42.47		28.57		13.13		259

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		31.48		50.00		18.52		54
1		7.02		17.54		36.84		38.60		57
2		3.28		47.54		27.87		21.31		61
3		0.00		25.00		38.89		36.11		36
4		5.56		25.00		38.89		30.56		36
5		0.00		20.00		80.00		0.00		15
All Grades		3.09		29.73		40.54		26.64		259

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		7.41		70.37		22.22		54
1		33.33		52.63		14.04		57
2		44.26		50.82		4.92		61
3		16.67		72.22		11.11		36
4		13.89		75.00		11.11		36
5		6.67		86.67		6.67		15
All Grades		23.94		63.71		12.36		259

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		16.67		62.96		20.37		54
1		5.26		71.93		22.81		57
2		21.31		67.21		11.48		61
3		22.22		52.78		25.00		36
4		25.00		63.89		11.11		36
5		53.33		40.00		6.67		15
All Grades		19.31		63.32		17.37		259

	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	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		83.33		16.67		54
1		19.30		36.84		43.86		57
2		8.20		65.57		26.23		61
3		0.00		58.33		41.67		36
4		2.78		63.89		33.33		36
5		6.67		73.33		20.00		15
All Grades		6.95		62.16		30.89		259

	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	17-18	18-19	17-18	18-19	17-18	18-19
K		31.48		42.59		25.93		54
1		3.51		70.18		26.32		57
2		4.92		75.41		19.67		61
3		11.11		69.44		19.44		36
4		8.33		58.33		33.33		36
5		13.33		80.00		6.67		15
All Grades		11.97		64.48		23.55		259

Conclusions based on this data:

Due to school closures, ELPAC assessment was not administered in the Spring of 2020. Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
595	**80.2**	**51.1**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	304	51.1
Foster Youth	2	0.3
Homeless	14	2.4
Socioeconomically Disadvantaged	477	80.2
Students with Disabilities	95	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	3.4
Asian	1	0.2
Filipino	5	0.8
Hispanic	539	90.6
Two or More Races	6	1.0
Pacific Islander	2	0.3
White	22	3.7

Conclusions based on this data:

The majority of our students at Marina West School are socio-economically disadvantaged, with over half being English Language Learners. There has been an increase in our population of students with disabilities. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we at Marina West continue to focus on the needs of these students. We will be focusing on first instruction by teachers, Tier 1 intervention delivered by the classroom teacher, and Tier 2 intervention in small group delivered by the Intervention Service Provider. All students' data will be taken into consideration when addressing student needs and sub-groups. Small group instruction will be based on teacher and STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title III funds to help provide after-school intervention to our English Learner population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

Based on the data for 2018-2019, Marina West has had a slight increase in Overall Student Performance. In Language Arts, Marina West students had an increase of 9.6 points. In Math, Marina West students had an increase of 5.1 points. Our Suspension Rate and Chronic Absenteeism has seen close to no change. As part of our goals, we look forward to decreasing Suspension Rates and Chronic Absenteeism.

We will be focusing on first instruction in Language Arts and Math by teachers and English Language Development will focus on student learning and oracy. Tier 1 intervention in Language Arts and Math will be delivered by the classroom teacher in all grades. Tier 2 intervention for Grades 1-5 will be in a small group delivered by the Intervention Service Provider with research based materials and guidance by the classroom teacher. All students assessment data will be taken into consideration when addressing student needs and sub-groups. STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title III funds to help provide after-school intervention to our English Learner population.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
60.4 points below standard	66 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.7 points	Increased ++8.4 points	
266	161	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	63.7 points below standard	141.5 points below standard
	Increased ++12.2 points	Increased Significantly ++33.9 points
7	221	54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8		1	1

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
63.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.7 points	2		8
246			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.3 points below standard	26.4 points below standard	51.6 points below standard
Declined -8.2 points	Increased Significantly ++19.1 points	Increased Significantly ++16.5 points
83	78	103

Conclusions based on this data:

The Dashboard Data shows that most of our subgroups have shown an increase in performance as compared to the previous year with the exception of Students with Disabilities and Reclassified English Learners. Our English Learners and Socioeconomically Disadvantaged students showed a higher increase in points as compared to that of our over All Students. Our English Only students scored nearly the same as our students in the All Students dashboard. The drop of our Reclassified English Learners can be attributed to them not attending Designated ELD and our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. In 2018-2019, we also used Title III funds to focus on non- reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learnersto be supported with Tittle III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups.
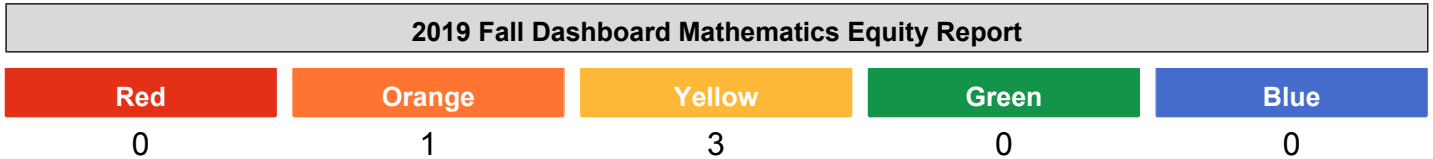
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
67.5 points below standard	68.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.9 points	Increased Significantly ++18.3 points	1
266	161	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	70.5 points below standard	151.1 points below standard
7	Increased ++14.3 points	Increased Significantly ++23.7 points
	221	54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 69 points below standard Increased ++12.1 points 246	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98 points below standard	36.3 points below standard	66.7 points below standard
Maintained ++0.1 points	Increased Significantly ++33.7 points	Increased ++6.1 points
83	78	103

Conclusions based on this data:

Our English Learners and Socioeconomically Disadvantaged students have shown an increase in Math Performance, while our Students with Disabilities maintained their performance. All other subgroups, though not considered significant on the dashboard, will continue to receive targeted instruction in mathematics through focus on 1st instruction and targeted interventions based on assessment data. In 2018-2019, we also used Title III funds to focus on non- reclassified English Learners through targeted after-school tutoring. We will continue to provide targeted interventions to our English Learners and include recently Reclassified English Learners with Title III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups. Our focus for the 2020-2021 school year will be to use writing in math with an emphasis on student learning.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.1 making progress towards English language proficiency
Number of EL Students: 195
Performance Level: Low
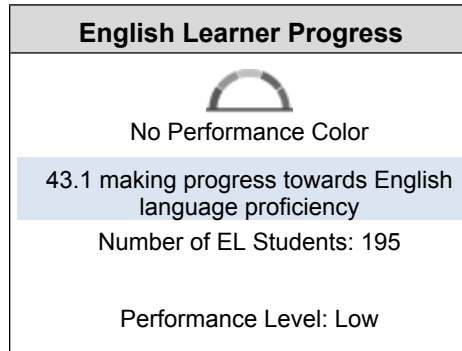
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.4	38.4	2.5	40.5

Conclusions based on this data:

Based on the data provided, at Marina West, 65% of students tested scored in the Level 3 or 4 on the ELPAC. This data is disaggregated and used in providing ELD instruction to students based on need during ELD time. Our focus during designated ELD will be on student learning and writing. Along with targeted instruction and interventions through-out the school day, we will continue to provide targeted interventions to our English Learners during after-school tutoring with Title III funds

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
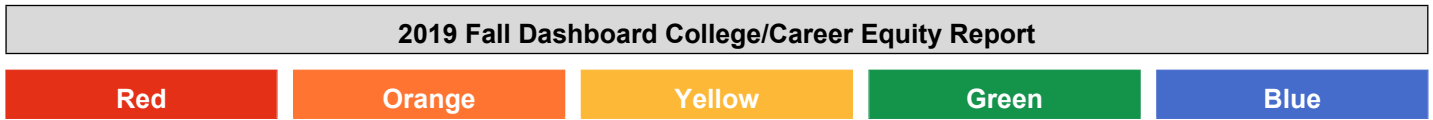
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

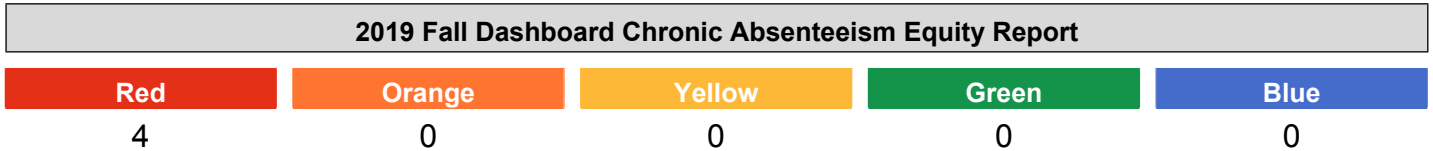**Conclusions based on this data:**

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
15	10.5	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.2	Increased Significantly +4.5	
627	323	4

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
14.3	15	24.6
Declined -12	Increased Significantly +4.7	Increased +10.2
21	519	134

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
14.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +14.3	0	1	5
21			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
13.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	21.7
Increased Significantly +3.4	6	2	Increased +4.5
569			23

Conclusions based on this data:

The data above shows that Marina West had an overall Chronic Absenteeism of 10.8%. Of our significant sub-groups, our Hispanic, English Learners and Socioeconomically Disadvantaged were lower and our Students with Disabilities was higher. Our White sub-group, even though it is not a significant sub-group, had the highest percentage with 17.2% chronically absent. We have implemented new goals for reducing Chronic Absenteeism by 3%. Our Outreach Specialist and Attendance Tech will implement a reward system for students with high absenteeism. We will continue to conduct attendance meetings with parents to discuss the importance of daily student attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
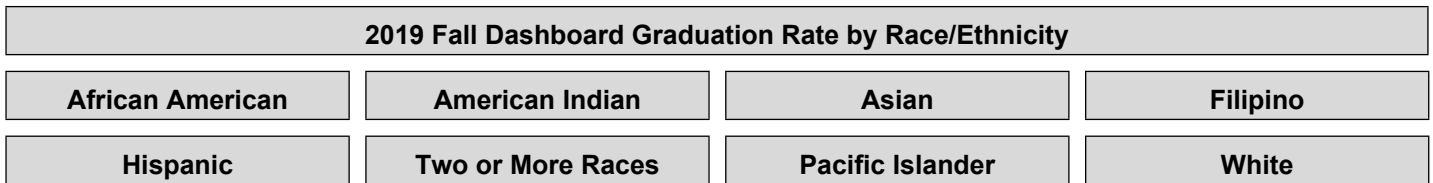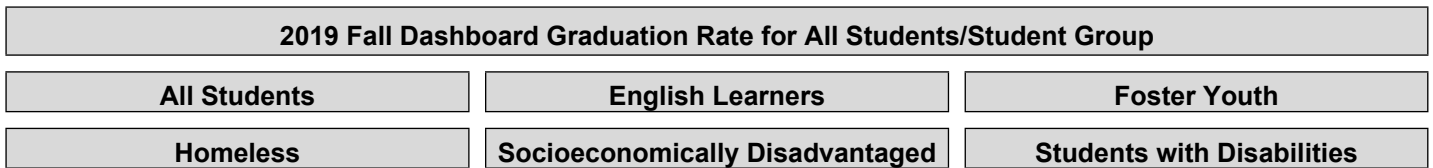
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

N/A
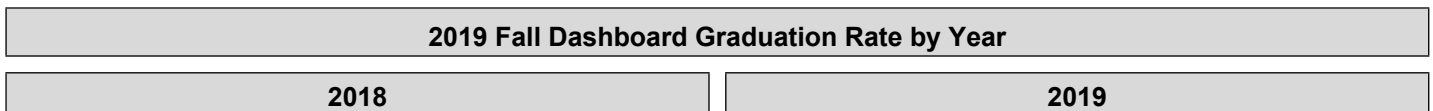
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	3
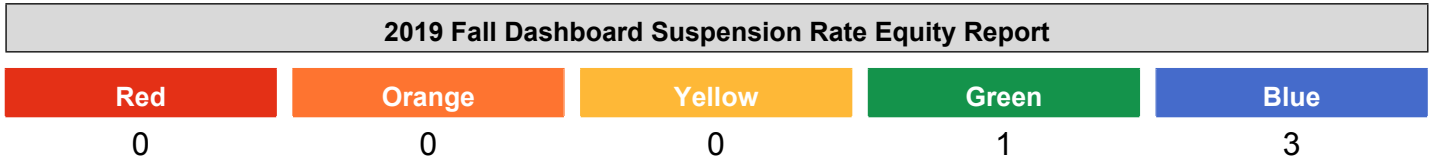
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
0.3	0.6	Less than 11 Students - Data Not Displayed for Privacy
		4
Declined Significantly -1.9	Maintained 0	
652	334	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
0	0.4	0
Maintained 0	Declined Significantly -1.6	Declined -3.8
21	537	135

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
0		Less than 11 Students - Data 2	Less than 11 Students - Data 6
Declined -6.9 22			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
0.3	Less than 11 Students - Data 6	Less than 11 Students - Data 2	0
Declined Significantly -1.1 590			Declined -6.7 24

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.2	0.3

Conclusions based on this data:

The dashboard data for Suspension Rate for All Students and sub-groups shows that we have maintained in the area of suspensions with the exception of Students with Disabilities. We will continue to implement PBIS and CHAMPS in the 2020-2021 school year. Our goal of continued implementation of PBIS and CHAMPS should reduce the suspension rates of all students and sub-groups. Our PBIS /CHAMPS team will continue to review student expectations through grade level assemblies held by the Principal and in class presentations delivered by our school counselor.

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 academic standards in reading and mathematics.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	2018-2019 CAASPP Data by Grade Level: Current 3rd Grade Students: 27% of students scored "Met Standard" or "Exceeded Standard" Current 4th Grade Students: 16% of students scored "Met Standard" or "Exceeded Standard" Current 5th Grade Students: 26% of students scored "Met Standard" or "Exceeded Standard"	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 10% in each grade level. 37% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" 26% of current 4th Grade students will score "Met Standard" or Exceeded Standard" 36% of current 5th Grade students will score "Met Standard" or Exceeded Standard"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment	2018-2019 CAASPP Data by Grade Level: Current 3rd Grade Students: 35% of students scored "Met Standard" or "Exceeded Standard" Current 4th Grade Students: 9% of students scored "Met Standard" or "Exceeded Standard" Current 5th Grade Students: 14% of students scored "Met Standard" or "Exceeded Standard"	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 10% in each grade level. 45% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" 19% of current 4th Grade students will score "Met Standard" or Exceeded Standard" 24% of current 5th Grade students will score "Met Standard" or Exceeded Standard"
STAR360 Early Literacy/Reading Assessment	Fall 2020-2021 STAR360 Baseline Data by Grade Level-At/Above District Benchmark (grades K-2) and CAASPP Benchmark (grades 3-5): Current Kindergarten Students: 83% scored At/Above District Benchmark. Current 1st Grade Students: 80% scored At/Above District Benchmark. Current 2nd Grade Students: 48% scored At/Above CAASPP Benchmark. Current 3rd Grade Students: 27% scored At/Above CAASPP Benchmark. 20% scored At/Above CAASPP Benchmark.	The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by 5% in each grade level. 87% of Kindergarten students will score At/Above District Benchmark. 85% of 1st Grade students will score At/Above District Benchmark. 53 % of 2nd Grade students will score At/Above CAASPP Benchmark. 32% of 3rd Grade students will score At/Above CAASPP Benchmark. 25% of 4th Grade students will score At/Above CAASPP Benchmark.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Current 5th Grade Students: 17% scored At/Above CAASPP Benchmark.	22% of 5th Grade students will score At/Above CAASPP Benchmark.
STAR360 Math Assessment	Fall 2020-2021 STAR360 Baseline Data by Grade Level- At/Above District Benchmark: Current 1st Grade Students: 80% scored At/Above District Benchmark. Current 2nd Grade Students: 51% scored At/Above CAASPP Benchmark. Current 3rd Grade Students: 51% scored At/Above CAASPP Benchmark. Current 4th Grade Students: 28% scored At/Above CAASPP Benchmark. Current 5th Grade Students: 25% scored At/Above CAASPP Benchmark.	The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by at least 5% in each grade level. 85% of 1st Grade students will score At/Above District Benchmark 56% of 2nd Grade students will score At/Above CAASPP Benchmark 56% of 3rd Grade students will score At/Above CAASPP Benchmark 33% of 4th Grade students will score At/Above CAASPP Benchmark 30% of 5th Grade students will score At/Above CAASPP Benchmark

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

1. The school will ensure the full implementation of the State approved Language Arts curriculum. The administrator will visit classrooms during informal class visits and also monitor language arts

instruction through formal classroom observations. The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for language arts.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: Professional Development
0	District Funded 4000-4999: Books And Supplies Adopted Curriculum
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

2.The school will ensure the full implementation of the State approved Math curriculum. The administrator will visit classrooms during informal class visits and also monitor math instruction through formal classroom observations. The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for mathematics.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries
0	District Funded 4000-4999: Books And Supplies Adopted Curriculum

0	District Funded 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

3.All teachers will administer common Language Arts, Math,and IAB (Grades 3-5) assessments 6 times per year. ELD assessments will be administered 3 times per year. Data will be used to guide instruction during PLC/Collaboration meetings.Data will also be used to determine student growth, interventions, and ELD grouping.

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)
0	District Funded 5000-5999: Services And Other Operating Expenditures Assessments
0	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary- no additional cost
0	Title I 3000-3999: Employee Benefits Certificated Benefits-no additional cost

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Instructional Assistants will offer additional support to at-risk 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)
5000	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants Extra Help
1622	Title I 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5.Implement and utilize Accelerated Reader and myOn programs in all classes. An incentive program will be implemented to reward and encourage students to meet their reading goals. Library staff to purchase additional books for students to have a variety of Non-Fiction books at different reading levels

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)
0	District Funded 5000-5999: Services And Other Operating Expenditures Renaissance Program
0	District Funded 3000-3999: Employee Benefits Classified Benefits
0	District Funded 2000-2999: Classified Personnel Salaries Library Media Technician

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.

Transition for students entering Kindergarten and exiting 5th grade

Strategy/Activity

Transition day will be schedule for students entering kindergarten and exiting 5th grade. Teachers will coordinate to provide an adequate transitional day 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)
0	Title I 4000-4999: Books And Supplies No additional cost
0	Title I 1000-1999: Certificated Personnel Salaries No additional cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Provide materials and supplies to all TK-5th Grade classes to support the base instructional program, supplemental programs, ELD, reading support and interventions.

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)
3710	Discretionary 4000-4999: Books And Supplies Materials and Supplies
15000	Title I 4000-4999: Books And Supplies Materials and Supplies
5000	Title I 4000-4999: Books And Supplies Warehouse Charges
140	Discretionary 4000-4999: Books And Supplies Warehouse Charges
12162	LCFF - Targeted 4000-4999: Books And Supplies

	Materials and 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.

All students

Strategy/Activity

8. Principal will conduct Language Arts and Math data conferences with teachers at least three times a year to discuss Language Arts, Math, and ELD assessment results.

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)
0	Discretionary 1000-1999: Certificated Personnel Salaries Sub Cost
0	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Sub Cost
0	Discretionary 3000-3999: Employee Benefits Certificated Benefits
0	LCFF - Targeted 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Staff will review, evaluate, and analyze results from district and state assessments in Language Arts and Math. The data will be used to inform instructional decisions for all students in Language Arts, Math, and ELD.

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries No cost Collaboration is built into Distance Learning Schedule
0	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

10. Implement the district adopted Wonders ELD curriculum. Provide professional development for teachers to support ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies No additonal 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.

Special Education Students

Strategy/Activity

11. Students in Sped programs will utilize Ellevate, Reading Horizons and Discovery for direct instruction and independent practice to address their IEP needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

| 0 | District Funded
4000-4999: Books And Supplies
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.

English Learners

Strategy/Activity

12. Implement and integrate ELD strategies into all content areas throughout the day to support English Learners.

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)
0	Title III 1000-1999: Certificated Personnel Salaries No additional cost

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Provide on-going professional development in Language Arts and Math for administrator, teachers, and staff through staff meetings, after school training, and at conferences.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries No additional cost

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

All students

Strategy/Activity

14. Support our strand focus in Creative Art and Environmental Science integration through the use of our Foss Science Kits, STEAM Lab, and use of Artist in the Classroom provided by the ASP.

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)
0	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies- K-5 strand focus
0	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies- no additional cost (See Goal 1 Action 7)
0	ASES 2000-2999: Classified Personnel Salaries After School Program will continue to support the Art Strand through guided activities.
0	ASES 2000-2999: Classified Personnel Salaries After School Liaison will help improve communication between the Art program during the school day and the ASP program.

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.

English Learners, SED, Foster, African-American, GATE, Homeless, MIgrant

Strategy/Activity

15. Provide additional targeted in-school support for all students through the use of District Provided Intervention Service Providers(K-2) and an additional site funded ISP (3-5) in the areas of Language Arts. STAR 360 Data will be used to target the urgent and intervention 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)
25000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Intervention Service Provider
5477	LCFF - Intervention 3000-3999: Employee Benefits Certificated Benefits

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.

Students in grades K-2

Strategy/Activity

16.Teachers will provide necessary interventions for targeted services for students in grades K-5. ISP will also provide necessary interventions in English Language Arts for students in grades K-2. Para-educator to provide services to K-1 f daily in ELA and Math. Teachers will tutor and offer support to students in grades K-5

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)
0	LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Hours-no additional cost in Goal 3
0	District Funded 1000-1999: Certificated Personnel Salaries Intervention Service Provider-no additional cost
4000	Discretionary 2000-2999: Classified Personnel Salaries Classified Extra Help
1295	Discretionary 3000-3999: Employee Benefits Classified benefits

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

17. The grade level representative and Principal will support teachers with the implementation of learning management systems (Google Docs, Class Dojo, Nearpod, IXL etc) to facilitate parent communication on student academic progress.

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)
40	Discretionary 4000-4999: Books And Supplies Computer Equipment
0	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies (See Goal 1 Action 7)-no additional cost
5316	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Computer Software
1000	Discretionary 5000-5999: Services And Other Operating Expenditures Computer Software

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. Purchase instructional materials, technology, and software (apps, subscriptions, etc. to support the implementation of the core curriculum, state standards, ELD, intervention programs, enrichment activities, and 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)
1500	Discretionary 5700-5799: Transfers Of Direct Costs Publications

300	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Service Fee
2243	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies for Intervention
1000	LCFF - Targeted 4000-4999: Books And Supplies Computer Equipment (Computer/Printers)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

19. Implement incentive programs for students to recognize academic achievement, behavior recognition, attendance incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized Services 1000-1999: Certificated Personnel Salaries School Counselor
0	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Office Staff
0	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salaries: ORC
500	Donation None Specified Academic/ Attendance Incentives

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

20. School-wide art program to support enrichment and 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)
0	LCFF - Targeted 4000-4999: Books And Supplies No additional cost for materials and supplies

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Provide appropriate operating costs to ensure full access to equipment (use and training) to support the instructional program, including copy and Duplo machines. Ensure confidentiality of documents and sensitive student information (Shred-it).

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)
1825	Discretionary 5000-5999: Services And Other Operating Expenditures

	Maintenance Agreements (Duplo)
3720	Discretionary 5000-5999: Services And Other Operating Expenditures Rental, Leases and Repairs (2-Portables for storage)
300	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Shred-it)

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

23. Provide appropriate operating costs for publications and warehouse charges to support the instructional (including ELD) and strand focus programs.

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)
0	Title I 4000-4999: Books And Supplies Warehouse Charges- no additional cost (See Goal 1 Action 7)
0	LCFF - Targeted 4000-4999: Books And Supplies Warehouse Charges- no additional cost (See Goal 1 Action 7)

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.

English Learners, SED, Foster, Homeless, Migrant, African American

Strategy/Activity

24. Provide additional targeted after-school support for academically at-risk EL students through the use of After School Tutoring in the areas of 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)
5469	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teacher extra help/tutoring
1211	Title III 3000-3999: Employee Benefits Certificated Benefits
15000	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teacher extra help/tutoring
3287	Title I 3000-3999: Employee Benefits Certificated Benefits
4540	Title III 3000-3999: Employee Benefits Health & Welfare

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.

All Students

Strategy/Activity

All will utilized MyOn, AR, Lexia, ST Math, and CANVAS to support learning through independent practice and technology access.

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)
0	Centralized Services 5000-5999: Services And Other Operating Expenditures Technology Apps

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.

All students

Strategy/Activity

26. Office staff extra hours to provide support to all staff and students throughout the day.

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

Amount(s)	Source(s)
5900	Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries
1910	Discretionary 3000-3999: Employee Benefits Classified Benefits
2400	Discretionary 2000-2999: Classified Personnel Salaries Clerical Substitute
779	Discretionary 3000-3999: Employee Benefits Clerical Substitute Benefits

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.

Sped Students

Strategy/Activity

27. Teachers will provide IEP trienniel, annual reviews, and other amendments to evaluate progress 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)	Source(s)
0	Centralized Services 1000-1999: Certificated Personnel Salaries no additional cost

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.

All students

Strategy/Activity

28. The district Science Specialist will work with Grade Level Teams to implement NGSS Standards and lessons throughout all grades. K-5 Teacher leaders will attend district sponsored professional development. The Math Manager will support teachers in implementing CCSS in 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)
0	District Funded 1000-1999: Certificated Personnel Salaries Science Specialist- District Funded
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries- no additional cost
0	District Funded 1000-1999: Certificated Personnel Salaries Math Manager-District Funded
0	District Funded 3000-3999: Employee Benefits Math Specialist Benefits-no additional cost

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.

Strategy/Activity 30
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.

Strategy/Activity 31
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.

Strategy/Activity 32
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.

Strategy/Activity 33
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 34
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.

Strategy/Activity 35
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.

Strategy/Activity 36
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.

Strategy/Activity 37
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.

Strategy/Activity 38
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.

Strategy/Activity 39
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.

Strategy/Activity 40
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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Throughout the 2020-2021 school year, Marina West will focus on building rigor across all grade levels, while scaffolding instruction and providing intervention to students to achieve grade level standards. Teachers will concentrate on building and implementing writing across all content areas to promote critical thinking and better prepare them to meet district and state-wide assessments. Our teachers will also focus on Math Mindset strategies to improve reasoning skills.

At Marina West, we will work as grade level teams during Professional Learning Community/ Collaboration time on a bi-monthly basis, to discuss and analyze student data from formative (STAR360 Early Literacy, STAR360 Reading, STAR360 Math, Interim Assessment Blocks, ELD assessments, teacher created assessments, and curriculum embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student progress and achievement. Student data will be used to guide and modify instruction and intervention provided to all students to ensure access tho Common Core State Standards. Ongoing monitoring of student data will also enable grade levels to identify students in need of intensive, research based interventions that can be provided by the classroom teacher, K-2 Reading Specialist, and or ISP during grade specific Universal Access time (asynchronous).

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

No major differences were identified in order to implement the strategies. Marina West will continue to focus on building strong academic foundations for all students. As a staff, we will discuss instructional strategies through our collaboration (PLC) process.

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

An analysis of our 2020-2021 SPSA and school assessment data resulted in the need for improved evidence-based instruction and collaboration amongst teachers. We also will implement an increased number of common formative assessments to closely progress monitor student success with an emphasis on writing across all content areas and continuing to implement the Math Growth Mindset to continue to promote critical thinking skills. Instruction was will be based on data utilizing backwards planning.

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 2019-2020 less than 1%	Suspension Rate for the 2020-2021 school year will be less than 1.0%.
California Healthy Kids Survey	School Climate and Student Well-Being is measured through the California Healthy Kids Survey. The following Key Indicators are based on 2018-2019 CHKS data: 86% of students feel safe at school 80% of students report high levels of personal school contentedness. 89% of students report high levels of high expectations from a teacher or other adult at their school.	The following Key Indicators will be monitored based on 2019-2020 CHKS data: The number of students feeling safe at school will increase by 10% to 96%. The number of students reporting high levels of personal school contentedness will increase by 10% to 90%. The number of students reporting high levels of high expectations from a teacher or other adult at their school. will decrease by 6% to 95%.
Attendance Data	2019-2020 attendance data identified attendance as an area for growth.	Attendance data for 2020-2021 will be monitored with the following goals: The number of students with Chronic Absenteeism will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11% of students had Chronic Absenteeism based on 2018-2019 attendance data. 18 students referred to the School Attendance Review Board (SARB) in the 2018-2019.	decrease by 3% to 8% based on 2019-2020 attendance data. The number of students referred to SARB in 2018-2019 will decrease to 10.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Continue the implementation of PBIS/CHAMPS model throughout the school. The PBIS Committee will identify next steps of implementation.

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)
0	Title I 4000-4999: Books And Supplies Materials and Supplies (See Goal 1, Action 7)
0	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies (See Goal 1, Action 7)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Continue to meet with the PBIS Committee to guide actions relating to the improvement of school climate, provide targeted positive behavior support strategies to all staff to improve student behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Discretionary 1000-1999: Certificated Personnel Salaries No Additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

4. Implement and utilize district behavior plan and discipline matrix to support positive student behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

0	Discretionary 4000-4999: Books And Supplies Materials and Supplies- no additional cost (See Goal 1 action 19)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Provide CHAMPS, Restorative Justice, NCPI, and related professional development.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Professional Development
0	Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salary: School Counselor

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Provide attendance certificate incentives to encourage daily and timely attendance by all students from local businesses

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)
0	Donation None Specified Attendance Incentives

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Employ multiple Campus Supervisors to monitor school grounds, supervise common areas to ensure a safe school environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10600	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Campus Supervisors
3432	LCFF - Targeted 3000-3999: Employee Benefits Classified Benefits
5000	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Campus Supervisors Extra Help
1620	LCFF - Targeted 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Utilize CST and SST processes to identify students' needs and develop strategies for supporting student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

0	LCFF - Targeted 4000-4999: Books And Supplies No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries School Counselor
2000	LCFF - Intervention 3000-3999: Employee Benefits School Counselor Extra Help
438	LCFF - Intervention 3000-3999: Employee Benefits School Counselor Benefits
928	Title I 1000-1999: Certificated Personnel Salaries School Counselor Extra Help
203	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Monitor site discipline data, including referrals, suspensions, and teacher referrals to PBIS Committee to make data driven decisions to improve school climate.

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)
0	Title I 4000-4999: Books And Supplies No additonal cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition.

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)
0	Title I 1000-1999: Certificated Personnel Salaries 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.

After school program students

Strategy/Activity

12.A designated Teacher Liaison will support the After School Program and communicate with appropriate staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

| 0 | ASES
2000-2999: Classified Personnel Salaries
Classified Salary |

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

| All students |

Strategy/Activity

| 13. Recognize students meeting school academic and behavior expectations through trimester awards and character trait awards. Local businesses will donate certificates to recognize these 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)
0	Donation None Specified No additional cost

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

| All students |

Strategy/Activity

| 14. Provide extra-curricular activities to increase student connectedness. |

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

Amount(s)	Source(s)
0	ASES 2000-2999: Classified Personnel Salaries After School Program
0	LCFF - Targeted 4000-4999: Books And Supplies no additional charge (see Goal 1 Action 26)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

15. School-wide emotional support to promote health and wellness in class presentations, focus groups, book studies provided by the 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)
5000	Title I 4000-4999: Books And Supplies Materials and supplies to provide SE support

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

16. Provide CHAMPS incentives to support positive student behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF - Targeted 4000-4999: Books And Supplies No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	LCFF - Targeted 4000-4999: Books And Supplies 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.

5th Grade students

Strategy/Activity

19. 5th Grade students will be administered the California Healthy Kids Survey.

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)
0	District Funded 4000-4999: Books And Supplies Materials and supplies

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.

After school program students

Strategy/Activity

19. A designated Teacher Liaison will support the After School Program and communicate with appropriate staff.

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

Amount(s)	Source(s)
0	ASES 1000-1999: Certificated Personnel Salaries Certificated Salary

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.

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.

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.

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.

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.

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.

Strategy/Activity 23
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Strategy/Activity 30
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.

Strategy/Activity 31
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.

Strategy/Activity 32
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.

Strategy/Activity 33
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.

Strategy/Activity 34
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.

Strategy/Activity 35
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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Throughout the 2020-2021 school year, Marina West will continue to build on our PBIS/CHAMPS process by continuing to implement a school-wide behavior and school climate program. Our program will emphasis a proactive and positive behavior management program that will help address behavior before it occurs, collect data on student behavior and needs, and implement interventions. Teachers will focus on implementing CHAMPS strategies throughout their

classrooms to establish clear expectations for students while promoting a caring and safe environment while keeping students highly motivated. Teachers will capture engagement during distance learning and communication to support staff the need for assistance with navigating distance learning for synchronous and asychronous instruction.

Within our PBIS Committee, school level representatives will collaborate at monthly meetings and review student discipline data and provide feedback and suggestions to stakeholders to improve student responsibility and safety.

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

No major differences were noticed. In reviewing the California Healthy Kids Survey (CHKS) administered in 2018-2019, Marina West saw a positive increase in student connectedness and positive behavior. We will continue to focus on systematically improving our CHAMPS procedures throughout the school 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.

Analysis of our CHKS for the 2018-2019 school year resulted in a need to improve High Parent Expectation and Parent Connectedness. At Marina West, we will provide parent professional development opportunities through Parent Nights with focus on student achievement.

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 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
EL Needs Assessment Survey	Parents requested Parent Professional Development nights on topics to include: Literacy, Math, Parent Participation.	Data from Parent Needs Survey will help in planning Parent Nights for the 2020-2021 school year.
ELAC Attendance	Based on Sign-In Rosters, average attendance at 2019-2020 meetings was 5.	Attendance to ELAC Meetings will increase to 30 based on 2020-2021 Sign-In rosters.
Parent Attendance at Fall Conferences	84% of Parents attended Parent Conferences.	Parent attendance at Fall Conferences will increase to 90%.
Parent Attendance at Back to School Night	2019-2020 Parent Attendance for Back to School night was 60% .	Parent attendance at Back to School Night will increase to 68% for 2020-2021. Goal met from 60%
Parent Workshops	An average of 13 Parents attended Parent Workshops.	Parent attendance at Parent Workshops will increase to an average of 20 parents.
SSC Attendance	Five parents serve on the board with five staff members	80% attendance to all meetings

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. ORC will organize and staff will provide workshops for parents that will increase parent participation, (i.e. Triple P, Oxnard PD gang presentations, academic presentations by teachers, etc.), increase attendance (incentives), increase student and parent connectedness. ORC will also connect with parents to support school programs such as CANVAS and Lexia.

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)
3000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Other Classified- Outreach
972	LCFF - Intervention 3000-3999: Employee Benefits Classified Benefits
0	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies-no additional cost

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

Strategy/Activity 3
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Support staff and Principal will support teachers in documenting instructional events for the website or events/important information taking place at Marina West.

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)
0	Discretionary 0000: Unrestricted No additional costs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

all students

Strategy/Activity

4. Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to 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)
0	Discretionary 0000: Unrestricted No additional cost

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Invite parents to attend parent-teacher conferences in November and February (at risk students only) to discuss student progress. Also offer translation for Back to School Night and other virtual/on campus needs

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

Amount(s)	Source(s)
1500	Title III 2000-2999: Classified Personnel Salaries Classified Salaries- Translation (Extra Help)
485	Title III 3000-3999: Employee Benefits Classified Benefits
1500	Title III 2000-2999: Classified Personnel Salaries Classified-Translations OT
485	Title III 3000-3999: Employee Benefits Classified Benefits
3700	Discretionary 1000-1999: Certificated Personnel Salaries Classified Translations (Extra Help)
1198	Discretionary 3000-3999: Employee Benefits Classified Benefits
2000	Discretionary 2000-2999: Classified Personnel Salaries Classified Translations (OT)
647	Discretionary 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Hold Title I meetings to inform stakeholders about Title I funding and how it supports student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 5000-5999: Services And Other Operating Expenditures No additional cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

7. Provide parent involvement forums in the school community including PTA, ELAC, School Site Council, and Coffee with the Principal.

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)
0	Donation 5000-5999: Services And Other Operating Expenditures No additional cost

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Invite parents of English Learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.

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

Amount(s)	Source(s)

0	Title III 5000-5999: Services And Other Operating Expenditures No additional cost

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.

Special Education students

Strategy/Activity

9.Encourage parent participation in meetings to discuss student performance, including IEP's and SST's.

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)
0	Discretionary 5000-5999: Services And Other Operating Expenditures 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.

All students

Strategy/Activity

10. Seek parent feedback about English Learner programs, STEAM Lab, Science Lab, EL needs and school climate through parent meetings and surveys including the EL Needs Assessment survey.

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)
0	Title III 5000-5999: Services And Other Operating Expenditures No additional cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	Discretionary 5000-5999: Services And Other Operating Expenditures No additional costs

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.

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.

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.

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.

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.

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.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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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.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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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.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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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.

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.

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.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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Amount(s)   Source(s)

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
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Strategy/Activity 25
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Strategy/Activity

Proposed Expenditures for this Strategy/Activity
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Strategy/Activity 26
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Strategy/Activity

Proposed Expenditures for this Strategy/Activity
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Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
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Strategy/Activity

Proposed Expenditures for this Strategy/Activity
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Strategy/Activity 28

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

Proposed Expenditures for this Strategy/Activity
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Strategy/Activity 29

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Strategy/Activity

Proposed Expenditures for this Strategy/Activity
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Strategy/Activity 30

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
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Strategy/Activity

Proposed Expenditures for this Strategy/Activity
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Strategy/Activity 31

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Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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Strategy/Activity 32
Students to be Served by this Strategy/Activity

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Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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Amount(s)   Source(s)

Strategy/Activity 33
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.

Strategy/Activity 34
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.

Strategy/Activity 35
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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Throughout the 2020-2021 school year, Marina West will focus on increasing Parent Engagement and attendance across all school meetings and forums. Parents are encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal monthly meetings to increase their understanding and involvement in school activities and functions. Families are an integral part of student success, at Marina West, we value their input and continued support in student achievement and providing opportunities for parents to participate in a variety of meetings and settings will help increase student success. We will also provide a variety of Parent Nights that focus not only on academics, but also attendance and social emotional support for families.

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

No major differences were identified. At Marina West, we had a slight increase in the number of parents attending monthly meetings and Parent Nights. We will continue to focus on increasing parent participation and attendance at our meetings and events to increase parent connectedness. Additional funding was set aside for verbal and written translations for teachers for virtual/on campus support.

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

An Analysis of the 2020-2021 sign-in sheets for parent meetings resulted in a slight increase in parent participation at school meetings with a higher number of parents attending Family Nights.

We will continue to implement strategies and communication (Monthly Calendar, PeachJar, Calls home, Parent Leaders) to help increase parent participation.

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	$75,280.00
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	$181,354.00

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	$51,040.00
Title III	$15,190.00

Subtotal of additional federal funds included for this school: $66,230.00

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 ($)
ASES	$0.00
Centralized Services	$0.00
Discretionary	$36,364.00
District Funded	$0.00
Donation	$500.00
LCFF - Intervention	$39,130.00
LCFF - Targeted	$39,130.00

Subtotal of state or local funds included for this school: $115,124.00

Total of federal, state, and/or local funds for this school: $181,354.00

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
Discretionary	36364.00	0.00
Title I	51040.00	0.00
Title III	15190.00	0.00
LCFF - Targeted	39130.00	0.00
LCFF - Intervention	39130.00	0.00

Expenditures by Funding Source

Funding Source	Amount
ASES	0.00
Centralized Services	0.00
Discretionary	36,364.00
District Funded	0.00
Donation	500.00
LCFF - Intervention	39,130.00
LCFF - Targeted	39,130.00
Title I	51,040.00
Title III	15,190.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ASES	0.00
2000-2999: Classified Personnel Salaries	ASES	0.00
1000-1999: Certificated Personnel Salaries	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Centralized Services	0.00

5000-5999: Services And Other Operating Expenditures	Centralized Services	0.00
0000: Unrestricted	Discretionary	0.00
1000-1999: Certificated Personnel Salaries	Discretionary	3,700.00
2000-2999: Classified Personnel Salaries	Discretionary	14,300.00
3000-3999: Employee Benefits	Discretionary	5,829.00
4000-4999: Books And Supplies	Discretionary	3,890.00
5000-5999: Services And Other Operating Expenditures	Discretionary	6,845.00
5700-5799: Transfers Of Direct Costs	Discretionary	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	300.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	Donation	0.00
None Specified	Donation	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	28,000.00
3000-3999: Employee Benefits	LCFF - Intervention	8,887.00
4000-4999: Books And Supplies	LCFF - Intervention	2,243.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	15,600.00
3000-3999: Employee Benefits	LCFF - Targeted	5,052.00
4000-4999: Books And Supplies	LCFF - Targeted	13,162.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5,316.00
1000-1999: Certificated Personnel Salaries	Title I	15,928.00

2000-2999: Classified Personnel Salaries	Title I	5,000.00
3000-3999: Employee Benefits	Title I	5,112.00
4000-4999: Books And Supplies	Title I	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title III	5,469.00
2000-2999: Classified Personnel Salaries	Title III	3,000.00
3000-3999: Employee Benefits	Title III	6,721.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	136,646.00
Goal 2	29,221.00
Goal 3	15,487.00

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

0 Secondary Students

Name of Members	Role
Confidence Johnson	Principal
Ashley Wright	Parent or Community Member
Wil Gomez	Parent or Community Member
Leticia Ceja	Parent or Community Member
Alejandra Flores	Parent or Community Member
Janet Arroyo	Parent or Community Member
Esther Vargas	Classroom Teacher
Rebecca Meza Williams	Classroom Teacher
Lisa Baird Mayeda	Classroom Teacher
Reyna Moreno	Other School Staff

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 10/13/2020.

Attested:

Principal, Confidence Johnson on October 13, 2020
SSC Chairperson, Lisa Baird-Mayeda on October 13, 2020

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
Lisa R. Baird-Mayeda	School Site Council
Will Gomez	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 10/13/2020.

Attested:

Confidence Johnson   Principal, Confidence Johnson on October 13, 2020

Lisa R. Baird-Mayeda   SSC Chairperson, on October 13, 2020

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.

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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